

School Activities

The National Extracurricular Magazine

SEPTEMBER, 1955



Forum in Session—Virginia Student Cooperative Association, Richmond, Virginia



Caravans to Mexico—Central High School, Minneapolis, Minnesota

New and Helpful Ideas for Sponsors and Student Leaders

Your Student Council Needs—

THE STUDENT COUNCIL

By **HARRY C. McKOWN**

This 352-page book was designed to be of immediate practical help to student council members and sponsors, both experienced and inexperienced.

It gives the entire story of the student council—What, How, Why, When, Where, and By Whom.

Its material is appropriate for upper-grade and junior high as well as senior high school.

In many schools it is "required reading" for all new council members.

It is widely used as a textbook in student council workshops and conferences.



The following chapter headings indicate the completeness of its coverage of all phases of student council organization and activities.

- ★ The Origin and Development of Participation in School Control
 - ★ Principles Underlying Student Participation
 - ★ Types of Student Council Organization
 - ★ Initiating the Student Council
 - ★ Constitution and Bylaws
 - ★ Nomination and Election Procedures
 - ★ Internal Organization of the Council
 - ★ Council Activities and Projects
 - ★ Financial Administration of School Activities
 - ★ The Student Court
 - ★ The Student Council Sponsor
 - ★ Evaluating the Student Council



This book should be readily available to ALL student council members and sponsors. Many councils ensure this by having several copies.

Paying for this book out of student council funds is perfectly logical and justifiable.

You can have an improved student council at low cost.

Price \$3.60

Published by

McGraw-Hill Book Company, Inc.

330 WEST 42nd STREET

NEW YORK, N.Y.

Autographed copies from the author, Gilson, Knox County, Illinois

Advisory Board

LAURENCE R. CAMPBELL

Florida State University
Tallahassee, Florida

FRED B. DIXON

John Marshall High School
Richmond, Virginia

ELBERT K. FRETWELL

Boy Scouts of America
New York, New York

HAROLD E. GIBSON

Illinois State Normal
University
Normal, Illinois

LYMAN B. GRAYBEAL

Colorado State College
Greeley, Colorado

EDGAR G. JOHNSTON

Wayne University
Detroit, Michigan

L. R. KILZER

University of Wyoming
Laramie, Wyoming

VERNON C. LINGREN

University of Pittsburgh
Pittsburgh, Pennsylvania

GEORGE E. MATHES

Denver Public Schools
Denver, Colorado

LAWRENCE A. RIGGS

DePauw University
Greencastle, Indiana

WILLIAM S. STERNER

Rutgers University
New Brunswick, New Jersey

E. A. THOMAS

Kansas State High School
Activities Association
Topeka, Kansas

ELLSWORTH TOMPKINS

U. S. Office of Education
Washington, D. C.

ADOLPH UNRUH

Washington University
Saint Louis, Missouri

GERALD M. VAN POOL

National Association of
Secondary School
Principals
Washington, D. C.

DONALD I. WOOD

Texas Association of
Student Councils
San Antonio, Texas

School Activities

HARRY C. MCKOWN, *Editor*

C. R. VAN NICE, *Managing Editor*

RALPH E. GRABER, *Associate Editor*

VOL. XXVII, No. 1

September, 1955

CONTENTS

As The Editor Sees It	2
Should We Grant Governmental Subsidies to High School Graduates For College Education?	3
<i>Harold E. Gibson</i>	
A Daily School Council In Action	9
<i>Esther L. Sams</i>	
Who Pays for the Extras	11
<i>Jack O. L. Saunders</i>	
Football Fall-Out	14
<i>Francis H. Bishop</i>	
The Freshman Orientation Program at Newark College of Engineering	15
<i>Herman A. Estrin</i>	
Welcome to College Camp	18
<i>J. Russell Morris</i>	
Should We Have a Student Council Workshop?	19
<i>Ira A. Bogard</i>	
How the Coach and Physical Education Teacher Can Cooperate	21
<i>Taylor Dodson</i>	
Social Organization, Parties, Dances	23
<i>Helya T. Solon</i>	
Social Leadership in Community Music	24
<i>Norman C. Mohn</i>	
Pets, Parents, and Children	25
<i>R. L. Gantert</i>	
Library Mothers At Work	27
<i>Elizabeth Kimball Oliver</i>	
What You Need	28
Assembly Programs for October	29
<i>Una Lee Voigt</i>	
News Notes and Comments	35
How We Do It	37
Debate Materials	39
Comedy Cues	40

Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1041 New Hampshire Street, Lawrence, Kansas. Single copies 50 cents. \$4.00 per year.

Entered as second class matter at the post office at Lawrence, Kansas, under the Act of March 31, 1879.

All rights reserved by School Activities Publishing Company.

As the Editor Sees It



We begin our 27th year of publication with deep appreciation to those who have kept us going for 26 years—our contributors and subscribers. We are not staff-written, we have no “angel,” and we carry little advertising. Without contributors we’d have no material; without subscribers we’d have no money. Hence our affection for you and you and you.

Last spring we read several newspaper accounts of all-night high school junior-senior proms. Generally, or always, the chief promoter was some outside luncheon or other community club. Do you favor this type of activity? If so, why? If not, why not? We would like to publish articles on both sides of the question—and will if you’ll provide them.

And here’s a spot for another article or two. A common complaint about the usual senior trip is that although all seniors help to raise the funds, about one-fourth or one-third of the members do not go. How do you meet this problem in your school? Or is it a problem?

And another. Very frequently we have requests for information about permanent record forms used in connection with activity participation. In some schools these accounts are a part of the student’s permanent office record—as they should be. In others an “activities record book” is published separately. How do you do it? What forms do you use? Who makes up and keeps these records?

Increasing attention is being centered, in newspapers, magazines, and books, and on various kinds of public programs, on other peoples and other lands. A similar reflection in school can be just as educative and is just as possible. In any school and community there are students, teachers, and citizens of foreign extraction, or who have contacts with these, who can be capitalized to excellent advantage on home room, assembly, club, social, P.-T. A., and other programs. Table and bulletin board exhibits and displays and school newspaper stories represent other possibilities.

Personally, we dislike automaticity in student officerships. For example, some student councils follow the plan of advancing the vice-president automatically into the presidency the following year, the argument being that he will make a good president because of his experience as a vice-president. We see no reason whatever why an officer should not be reelected for successive terms, but we can think of two or three good reasons why he should not be elected at any one time for more than one year.

Rather frequently a Chamber of Commerce, having no local school band readily available for a parade or ceremony, requests the services of that of some non-local school. Rarely or never does it pay a cent toward mileage or meals expense. The school usually jumps at this opportunity, in the name of mystical “good publicity,” “educational value,” or something else, often excusing the band members from school obligations in order to do so.

Personally, we believe that in such instances the C. of C. gets a lot of something for a lot of nothing; too, that the school people should have their heads examined.

A school band or other organization in a local community event is, of course, an entirely different matter.

There are two pertinent books which we believe every student council should have readily available, and make good use of—the recent revision of *THE STUDENT COUNCIL IN THE SECONDARY SCHOOL*, published by The National Association of Secondary School Principals, Washington D. C., and (pardon us) our own *THE STUDENT COUNCIL* published by McGraw Hill Book Company, Inc., New York (see ad on back cover.)

Both of these are books of practice, not theory; both include material pertaining to all phases of council organization and activity; both are required textbooks in many student council workshops. AND both should be bought by the student council and paid for out of its own funds. They will represent a fine investment for any student council.

The debate question to be discussed during the current school year is quite popular and apropos and should promote much thinking and argumentation.

"Should We Grant Governmental Subsidies to High School Graduates for College Educations?"

ALTHOUGH THE TITLE OF THIS ARTICLE calls for the initiation of a policy of granting governmental subsidies to high school graduates who qualify for additional training, this topic may or may not be the official title of the national high school debate topic for the coming year. In fact no one knows at this time just how the final wording of this year's debate topic will be phrased for the championship debate contests to be held in the spring. Again this year the new type of debate question is being used by the high school debaters of the country. Under this plan the debate season will be divided into two sections.

During the first part of the year debaters will debate upon the general topic of "How Should Educational Opportunities Be Increased for the Youth of the United States?" Early in January the specific debate topic will be selected and this official wording will be used during the remainder of the season. This article is on one of the three specific wordings from which the final debate question will be selected.

Although we cannot say at this time just what

HAROLD E. GIBSON
Illinois State Normal University
Normal, Illinois

the final debate question will be, we do know that it will be one of the three following topics:

RESOLVED: That Governmental Subsidies Should Be Granted According to Need to High School Graduates Who Qualify for Additional Training.

RESOLVED: That Educational Opportunities Granted to Korean Veterans Be Accorded All United States Youth.

RESOLVED: That the Federal Government Should Guarantee Higher Education to Qualified High School Graduates Through Grants To Colleges and Universities.

Since we know the three topics from which the final selection will be made, we will present three articles in *SCHOOL ACTIVITIES* magazine pointing out the strengths and weaknesses of each topic. This article will deal with the proposal that governmental subsidies should be granted according to need to high school graduates who qualify for additional training.

During most of the first semester of the present school year, the high school debaters will be debating and discussing the three questions listed above. Then, with the beginning of next year, the final question will be selected and from then on all high school debaters will have an opportunity to discuss the official topic.

This article will discuss the question: **RESOLVED:** That Governmental Subsidies Should Be Granted According to Need to High School Graduates Who Qualify for Additional Training.

In order to give the debaters an ideal of the possibilities of this debate question we will include a definition of the terms of this specific question.

"GOVERNMENT SUBSIDIES": When the term government is used as it is in this question no specific unit of government is singled out. The term might mean the state or the local govern-

Our Cover

The upper picture was submitted by the Student Cooperative Association of Virginia. It was taken during a meeting of the Third Annual Virginia High School Forum. This forum was held at the John Marshall School Auditorium in Richmond, Virginia. Some 1200 members and faculty and administrators from 120 high schools were in attendance. Special guests were students from other countries brought to America by the *New York Herald Tribune*.

The lower picture was contributed by Central High School, Minneapolis, Minnesota. It shows relatives and friends seeing one of the annual caravans off for a summer trip to Mexico. Enrollment in the Spanish Department has increased materially since the annual treks to Mexico were started a few years ago. Students have an opportunity to put their foreign language training to practical use. See story on page 228 of the March, 1955, issue of *SCHOOL ACTIVITIES*.

ment. It seems even more logical that the federal government is intended, but we have no definite clue as to exactly what is meant. Since we cannot be certain as to exactly what is meant we will present some of the implications of this question if the term government is interpreted in any one of the several different possibilities.

If the term means either the state or the local government then we would be debating the possibility of having at least forty-eight different plans for granting subsidies to high school graduates. In the very nature of things these forty-eight plans would differ from state to state.

The great differences between states was brought out by the President's Commission on Higher Education. For example in 1945 only 18 percent of the population of California was between ages 5 and 17. In the same year 31 percent of the population of South Carolina was between these ages. In 1945 California had \$9,029 in income for every child between ages 5 and 17; South Carolina had only \$2,363. It is easy to see that if the term government means the state or local government that the amount of support that could be given to each high school graduate for the purpose of attending college would differ greatly from state to state. It will be rather difficult to debate this subject if we interpret the term government to mean the state governments.

Although the wording of the question does not specifically state that the federal government is meant, it seems more logical to assume that this aid to students should come from the government in Washington. We say this for several reasons: (1) The federal government has the overall taxing power necessary to secure the maximum amount of money needed to place this plan into effect; (2) The federal government is the only one that can distribute funds for higher education to all youth of the United States on an equal basis; (3) The problem of providing opportunities for higher education to all youth is national in scope, and is not confined to any one state; and (4) The federal government is in a position to control the type and amount of education needed to keep down oversupplies of graduates in certain fields.

We will define the term subsidy by giving a dictionary definition of the word. It can be explained as "a gift of money granted someone as an aid" or "a government grant of money to encourage or support a private enterprise that

serves the public." Either one of these definitions could well apply in this discussion.

"SHOULD": The term should implies that the affirmative must advocate a change in the present system of providing opportunities for higher education that would provide government subsidies, granted according to need, to high school graduates who qualify for additional training. The affirmative must show that the adoption of their plan of subsidies is either desirable or necessary or both. Since it will be very difficult to prove that this plan is absolutely necessary the affirmative will probably be wise to confine their efforts to proving that their policy of government subsidies would be desirable for the United States, and thus it should be adopted.

It is *not* necessary for the affirmative to prove that the plan that they are proposing and defending will actually be adopted. If they can prove that their proposed change should be made they will have established their case.

"BE GRANTED": This term means that funds will be provided for high school graduates who qualify to take additional training. These funds will be in the form of a gift by the government, and there is no provision that they will be paid back. The term be granted does not imply that the money is a loan. Very few restrictions can be placed upon these grants other than a requirement that they be used in the manner in which they were intended to be used and that the person receiving the grant shall abide by the rules set up by the government body granting the funds.

"ACCORDING TO NEED": This term indicates that all youth of the United States will not receive government grants for additional training after graduating from high school. Some system of determining the financial need of students will have to be set up. In all probability this will mean that the basis for determining need will be either the family income or the total wealth of the family. This also may mean that individuals who have wealth in their own right will not receive the government subsidy.

This term also may mean that certain students will receive a great deal of government help in attending college while others will be given a smaller amount. For example a student coming from a family with a low income may receive all of the aid necessary to attend college while a student from a more well-to-do family may receive a limited grant.

"TO ALL HIGH SCHOOL GRADUATES":

This term is a rather easy one to define. If a person graduates from high school either public or private, he will be eligible to try for a government subsidy for additional training.

"WHO QUALIFIES": Since it is not the intention of the framers of this debate question that every high school graduate shall receive a government subsidy for additional training, some set of qualifications must be established to determine who will be given these subsidies. It does not seem probable that need will be one of the criteria for qualification since need has been taken care of by another part of the wording of the debate question. A person might qualify by means of an examination.

Today we have a private testing service that is used by certain colleges to determine who shall be allowed to enter the colleges using the service. A similar service could be worked out for the purpose of determining who will qualify for government subsidies. Another test that might be established is the test for Intelligence Quotients. Government subsidies could be granted to those young people whose I.Q. reaches a certain figure.

The term, who qualify, might also mean that a quota system might be established. For example, a careful study of the future needs of the country might indicate that 10,000 young people should enter the study of medicine each year. It might be regulated in such a way that only 10,000 students who pass the pre-medical test with the highest scores would be given the government subsidy to study medicine each year.

"ADDITIONAL TRAINING": When the term additional training was used it becomes apparent that the plan calls for more than college or university education. This additional training might take the form of apprentice work in industry, training on the farm, or training in an actual business. It should be remembered, however, that college and university training will constitute the major type of training under the most logical interpretation that we can make of this debate question.

Affirmative Arguments

In this section we will include a number of the more important arguments that are apparent today in favor of granting governmental scholarships to high school graduates who qualify for additional training. The arguments will be italicized

and a discussion of the arguments will follow immediately.

Today colleges are facing serious financial difficulties. In the next few years college enrollments will grow in such large proportions that we will not be able to finance higher education if we continue the present system of having the individual pay the costs of going to college.

Perhaps we should start this discussion by pointing out what we mean when we say that colleges will soon have so many students that they will be facing serious financial difficulties. To the person who believes that operating a college is like operating a business, we must point out that it is possible for a college to have so many students that it will gradually go broke. In the average business the more customers and sales that you have the more you make. Almost the opposite is true in the operation of a college. It is usually true that students do not pay the full cost of their education. Thus, too many students may mean financial disaster for a college.

Let us take a college with 800 students as an example. The tuition charge is \$500 per year, or a total of \$400,000. It costs \$1,000 per student to operate the college or \$800,000. The difference between the tuition charge and the total cost is usually made up through income from endowments and from gifts. Now let us assume that this college has 1,200 students wanting admission. They will then receive \$600,000 for tuition charges, \$400,000 in gifts and endowment income, and if the cost per individual student remains at \$1,000 per year, the college will be operating about \$200,000 in the red. We realize that this example has been made overly simple, but it does present our point.

If the college is operating in the red by \$200,000 per year, it must make up this deficit through gifts or through increased endowment. In addition, it must build new dormitories and classroom buildings and buy additional equipment at a time when the cost of construction is at its highest point. We can see that while colleges can increase their capacity within certain limits, it is practically impossible for them to continue to expand their facilities to meet the tidal wave of college students that we are expecting during the next fifteen years. That is why the affirmative is proposing the plan of governmental subsidies for high school graduates who qualify.

Perhaps we should explain just why we feel that college enrollments will grow very much larger during the next fifteen years. The first cause for this growth is a greatly increased birth-rate starting gradually about 1940 and reaching gigantic proportions about 1946. During the decade of the 1930's, the depression period, our birth-rate was low. During these years the average birth-rate per year was about 2,200,000 annually. By 1946 it had jumped to 3,288,672 and in 1953 it was 3,909,000. We feel that the birth-rate was low. During these years the a number of years. Even an amateur statistician can see that this increase of 88 percent in the birth-rate in a fifteen year period will mean many more college students when these children can reach college age.

A second reason why we will have a large increase in the number of college students is the increase in the percentage of youth of college age who are going to college. Back in 1900 only 4 percent of the youth of college age actually were attending college. By 1920 this had doubled to 8.1 percent. By 1940 it had doubled again to 17.7 percent. This year, only fifteen years later, it has again doubled to about 34 percent. The most conservative estimates that we have indicate that by 1970 we will have about 49 percent of our youth of college age actually in college. In actual figures that means an increase from 2,499,750 college students in 1954 to from 4,130,957 to 6,668,817 in 1970. No one knows exactly how many we will have in college, but if the percentage attending college is 49 in 1970 of the youth of college age, we will have well over 6 million college students in that year.

We have a large number of our youth who have the mental qualification to benefit from attending college, but they cannot attend because they are not financially able.

One of the most serious indictments of our system of college education in the United States today is the fact that although we have by far the largest percentage of our youth of college age actually attending college of any nation, we still have thousands of youth of college age who are financially unable to attend college.

The President's Commission on Higher Education says that at least 49 percent of our population has the ability to complete 14 years of schooling, which is through the junior college years. These people can handle the work of college with a curriculum of general or vocational studies

that should lead either to gainful employment or to further study at a more advanced level. The Commission further states that at least 32 percent of our population has the mental ability to complete an advanced liberal or specialized professional education. Today only 34 percent of our youth of college age are actually attending college. Not all of this 34 percent will be able to complete their college work.

Robert J. Havighurst, of the University of Chicago, has stated that each year about 100,000 qualified high school graduates have the desire to go to college, but they cannot finance it. Recent studies indicate that the town in which a student happens to live has a great bearing upon his chance of going to college. If he lives in a large town with a public supported college, he will probably be able to go at an expense of about \$350 per year. If he must attend away from home at a residential college, he will probably have a minimum of \$1,400 in expense. This great difference in the expense of going to college spells disaster to the college plans of many students.

If we are to provide college education for all of the high school graduates who qualify, which is the only democratic thing to do, we must devise some plan by which every student will have the money necessary to pay his expenses. The proposed plan of governmental subsidies seems to be about the only way that we can provide this needed financial support.

Our present system of forcing students to finance all of the costs of attending college fails to provide enough professionally trained people to meet the needs of this great country.

In spite of the fact that we have a relatively large percentage of our young people attending college, at least when compared to other countries, we now find that we do not have enough people entering the professions. Reliable statistics indicate that a nation like the United States needs from 7½ to 9 percent of the adult population trained for the professions. During the last decade we have fallen far short of the needs of our nation.

One of the reasons that we have not been able to provide the needed number of doctors, dentists, engineers, scientists, and teachers is the fact that during the war young men and women were not allowed to go to college in large enough numbers to meet our needs in the professions. Even when the G.I.'s returned and started to college we did not get enough pro-

fessional people. While it may appear as if the G.I. Bill enabled a large number of our youth to go to college, statistics point out that we did not have as many college graduates during the period from 1940 to 1955 than would have been the case if we had been allowed to have our normal peacetime college enrollments during that period.

We can look to great shortages in most of the professions. Dr. Donald G. Anderson, secretary of the American Medical Association Council, states that we will have a shortage of 15,000 doctors by 1960. The shortage of engineers and scientists will be much larger. The shortage of teachers has already reached a point well above 275,000 and this shortage is increasing annually.

Now we must stop to see what is causing this great shortage in the number of people trained for the professions. One of the more important reasons for the shortage is the cost of going to college. When we have over 100,000 well-qualified youth annually who cannot go to college because they do not have the proper financial support, we can see that we must provide some way that this excellent material for the professions is not allowed to go to waste. If a plan of granting governmental scholarships according to need to high school graduates who qualify is adopted, we will have a way that these can be taken care of.

Negative Arguments

It must be remembered that even though the arguments that have been presented in favor of the adoption of a policy of granting governmental scholarships according to need to high school graduates who qualify for additional training may appear to be convincing, there are arguments against this proposal that are equally potent. Some negative arguments will be given below:

The financial conditions of our colleges will be strengthened in the years ahead as our colleges secure increased enrollments.

While it is true that we have many people who say that our colleges are facing a long period of deficit spending, we must point out that "it is always darkest before the dawn." It will be much the same with our colleges. Most of our colleges weathered the dismal years of the depression when it was difficult for both the colleges and the students to pay their bills. During the period immediately after the war our colleges enjoyed the greatest boom in enrollments that

they had known up to that time. During this period most of the colleges were not only able to balance their budgets, but they were also able to make needed expansions in their physical plants.

Paced by the record attendance of the boys on the G.I. Bill, our colleges reached their all-time peak of enrollment in 1949 when the peak enrollment reached 2,456,841 in this country. The financial problems of our colleges started to get bad in 1950 when we had a decline of 160,000 in college enrollment. There was a similar decline to 2,116,440 in 1951 and during that year the finances of our colleges reached their low point. Since then we have had a gradual annual increase in overall college enrollment and in the fall of 1954 we again reached a new high with 2,499,750 students. All predictions now point to an ever increasing enrollment in our colleges with the figure 2.5 million students a minimum.

When these students start coming back to the colleges in large numbers our colleges will again find that they are able to balance their budgets. Many colleges are now finding the financial sledding much better than it was two or three years ago. Increased emphasis upon new types of programs, on securing money for buildings, and greater financial support for colleges on the part of the general public have already started to show results.

As the colleges start to return to the place where they are no longer operating in the red, we find that the temporary need for the proposed plan of governmental subsidies for students is fast disappearing. Our colleges will again be able to finance their programs very much as they have done in the past.

We are now finding an answer to the serious problem of financing higher education in the United States through the gifts of corporations to colleges.

It is strange that some of our many able college administrators did not push corporation giving to higher education long ago. Perhaps colleges leaders were not doing their best to raise needed funds in the past, but the results during recent years of corporation giving to colleges has indicated that in the future colleges can look for ever increasing contributions from business.

Recent investigations show that corporations have as great a stake in the future of American colleges as any other group. A study of the men

who are entrusted with the executive leadership of our large businesses indicate that they have received their training in our colleges. As a matter of self-preservation, industry must preserve our colleges or lose its greatest potential source of new executives. This need coupled with the fact that corporations can give up to 5 percent of their annual profits without paying much income tax on the gifts has caused business leaders to be very receptive to the advances of college presidents for funds.

Practically every legal hurdle has been removed that might keep business from giving to colleges. In New Jersey recently one stockholder in a large corporation challenged his company's right to make a gift to Princeton University. The decision of the New Jersey Supreme Court has become the basis for many recent corporation gifts. The decision not only stated that corporations had the right to give to colleges, the opinion also stated that it was almost an obligation of corporations to support higher education.

It is also possible for corporations to store up some of the profits of industry in good years to be distributed to colleges during periods of depression for the industries. Corporations have the right to establish non-profit charitable foundations and place up to 5 percent of their annual profits in these foundations. Thus in bad years they can make contributions from the funds of the foundations instead of paying them from lean profits. Business is beginning to establish foundations in rather large numbers. In 1955 we found 343 charitable foundations in the one State of Indiana. That state had only 30 such foundations back in 1942.

In almost every section of the country we find that the colleges of a state or area have banded together to ask for funds from corporations. This movement has gained so much in popularity that a national organization known as the Council For Financial Aid to Education has been formed, with Dr. Wilson Compton as President. A recent report of this Council indicates that the giving of corporations to college has increased $2\frac{1}{2}$ times since 1936. In 1954 the giving was double that of 1953. In fact, in 1954 corporations gave over \$100 million to higher education. Dr. Compton has predicted that by 1970 the rate of annual giving of corporations to colleges will be in excess of \$500 million annually.

It is interesting to note that once American

colleges realized that they had a real friend in the corporations of this country and actually presented their case to these corporations, they have received the aid that they needed. Robert E. Wilson, Chairman of the Board of Standard Oil of Indiana, pointed out that American business has the choice of allowing the government to aid the colleges or of aiding them themselves. Mr. Wilson certainly feels that it is better for corporations to give the aid. When his company recently gave \$150,000 to the colleges in the area served by his firm, he sent a letter to 118,000 stockholders explaining the plan and asking for their comment. Within six months he had received only one reply opposing the plan.

The granting of governmental subsidies to high school graduates who qualify for additional training will eventually result in government control of higher education.

If there is one thing that leaders in higher education fear, it is control of our colleges by any group who might try to force college professors and administrators to do the bidding of the supporting group. In the past, American colleges have been notably free of interference by pressure groups of all kinds. Now we have this proposal to grant governmental scholarships to high school graduates who qualify. It is an old saying that points out so truly that "he who pays the piper calls the tune." If we allow this plan of governmental subsidies to be adopted, we will soon have government control of higher education.

We have already had certain examples of governmental control when the government provides funds for education. For years the federal government has given certain funds for vocational education. Our high school courses in home economics and agriculture are partially paid for by federal funds. All you have to do is talk with your high school principal to see how much control over what is taught, how long the course shall be, and what type of equipment must be provided, to see that when the federal government pays the bills they control the teaching.

Now let us take a look at this proposal to establish a system of governmental subsidies for high school graduates who qualify for additional training. If it is adopted, we will soon have a situation in which the colleges will have as students a large percentage of these recipients of governmental scholarships.

Sooner or later the government will step in

and demand a certain amount of control. At first this control will be very gentle, probably be in the form of regulations regarding classrooms and the size of classes. As time passes the control will get stronger and stronger. Our colleges will soon be like the kindly Arab who felt sorry for his camel one cold night. He allowed the camel to sleep with his head in the warm tent. In the

morning he found that the entire camel was inside.

If our American colleges want to remain the free and independent centers of learning that they have been in the past, they must refuse to allow this octopus of governmental subsidies to qualified students from getting a foothold in higher education.

Much constructive and democratic leadership ability and student participation can be accomplished through efficiently organized council meeting regularly.

A Daily School Council in Action

MAY I, TOO, TAKE UP THE CHALLENGE presented by Dr. Harry C. McKown in September, 1953, issue of SCHOOL ACTIVITIES and add my voice to that of Lou McMonies who so convincingly showed the value of daily Student Council meetings in her recent articles in SCHOOL ACTIVITIES?

Miss McMonies explained the organization of a daily council consisting of twenty to twenty-five students in a school of approximately eighteen hundred students. The article justified the fact that school credit toward graduation is given at Inglewood, California, for this activity by pointing out that a testing program is included and definite educational objectives are set and realized.

What then is the justification for a council which meets on a daily schedule if there is no credit given toward graduation? Is the growth in leadership ability and responsibility to the school commensurate with the amount of time allowed for this activity?

We at Farragut High School in Chicago, Illinois, believe that it is. In fact, we feel that democratic leadership ability and constructive pupil participation in the defining and solving of problems of the school can only be accomplished through a council group in which there is ample time given for complete analysis, discussion, and understanding of these problems.

The Farragut School Council is organized on the basis of one sponsor for every twenty-five teachers and one member for every twenty-five pupils in each of the seven semester groups. Some beginning freshmen are invited to attend general meetings but do not participate in the committee work. A membership of approximately sixty-five pupils and three sponsors ade-

ESTHER L. SAMS
Co-Sponsor School Council
Farragut High School
Chicago, Illinois

quately represents a school population of about sixteen hundred students. The teacher sponsors not only serve as advisers but are members, as well, and as members are privileged to vote, to discuss, and to participate in all council activities.

A general council meeting of the entire membership is held once a week; the other four periods are devoted to meetings of the Executive Board, eight standing committees, and certain special committees as they are formed. The three council rooms are situated near each other so that easy communication among the rooms is possible on committee days.

The strength and effectiveness of the council in the school can be attributed to the fact that each committee is charged with basic school problems which it attempts to solve or improve. In addition to these basic problems, which are assigned, the committee is free to discuss any other constructive issues that evolve out of the thinking of the group.

The *Executive Board*, composed of the officers and one member of each of the seven semester groups, is in charge of general plans for the management of the council. It plans the agendas of the general meetings, decides the working policy of the organization, coordinates all the activities of the council by screening the problems which are referred to the group, takes care of problems of discipline within the council, and keeps the files in order. Two parliamentarians, a public relations officer, and a P.T.A. representative are chosen by this group.

The *Investigation Committee* has charge of all lunchroom and washroom problems, in addition to being the basic investigative group for other problems which are referred to the council. This committee co-operates

with teachers on lunchroom duty by having pupils organizing lunch table clubs and by keeping a record of these clubs throughout the semester. The committee not only posts numbers of honor and disorderly tables on charts in the lunchroom but sends letters to all offenders urging better co-operation and citizenship. If uncooperative behavior persists, the committee informs division teachers of such offenders.

The *Civic Service Committee* has the basic problems of hall order and co-operation with the athletic teams. It conducts meetings of all officers of the hall to instruct them in their duties, provides a folder of necessary materials for each hall sponsor, and inspects halls and hall guards at various times in the semester. It also sponsors and plans pep assemblies for the athletic teams.

The *Service Committee* is the link with the Chicago Junior Red Cross. It co-ordinates the Red Cross work of the school, sends representatives to the monthly Saturday meetings at Red Cross headquarters, and conducts an annual "Christmas sharing" drive for some worthy charity or group. It is the group which is available for general service in school collections and drives.

The *Information Committee* is in charge of gathering and writing the news for the "Farragut Flashes" column in the community newspaper. It plans all the publicity for the council, has charge of seeing that divisions are kept informed of council activities, keeps a scrapbook of all council publicity, and at the end of each semester writes a summarizing council bulletin which is read in all divisions.

The *Ways and Means Committee* devises methods of raising money for the council through selling of book covers, decals, and other means. Money thus earned goes into a general expense fund which is kept separate from a Memorial fund that can only be spent on projects which will benefit the school as a whole.

The *Election Committee* has charge of the election of council members. It works with the Civics classes which conduct the elections according to a national election plan. Elections within the council and the plans for the Induction Ceremony for new officers and members are within the jurisdiction of this group.

The *Bylaws Committee* keeps bylaws up to date and in order. At the beginning of the semester it distributes a folder to each member containing the constitution, bylaws, and basic rules of parliamentary procedure. It clarifies points of parliamentary procedure by presenting a film of a council in action, or by discussions and dramatic presentations.

The *Social Committee* plans social functions within the council such as a get-acquainted party and a farewell luncheon. Each member pays an assessment fee so that social events are paid for by the members themselves. This committee supervises the social bowling program after school.

Special Committee. Special committees are formed as special needs arise. An example of this is a special committee of girls which was formed to handle some problems connected with situations in the girls' washrooms. The Investigation Committee recommended to the president that he form a special committee solely of girls. He decided to use his rights as stated in the constitution of calling a committee composed of representatives from each student organization in the school.

The twenty-three girls who were sent by their activity group to become part of the council advisory committee agreed that the washroom problem was only a part of a larger problem of correct conduct, dress, and attitudes of the girls of the school. They agreed to tackle the problem as a whole—first by conducting informal discussions with small groups of freshmen girls in a relaxed

social atmosphere and then by leading discussions in all the sophomore, junior, and senior health classes. Two girls were in full charge of each discussion since no teachers were present. Discussion guide sheets were planned and instructions given in discussion leadership techniques.

The results of these discussions were considered to be so worthwhile that this temporary committee was put on a permanent basis. Each semester a similar picked group conducts these discussions and attempts to improve the standards of the girls of the school and give them wise counselling and guidance from a teen-age point of view.

As new plans and problems come to the attention of the council through Suggestion Box letters, general discussions, faculty suggestions, and members' ideas, they are channeled by the President and his Board into these committee groups for investigation and discussion. Before assigning the problem to a committee, the Board analyzes the issues to ascertain if they are first, school problems and not personal controversies; secondly, if they are within the jurisdiction of the council; and thirdly, if they appear to be workable.

The committee then gathers the needed information, discusses the issues fully, considers all the possible results and consequences, and reports its findings to the general meeting with its recommendation in the form of a motion to be discussed and determined by the entire council. As a result of this careful committee screening of all problems and the discriminating guidance of the sponsors, the council avoids the dangerous pitfall of attempting to do the impossible.

Our council members take pride in the fact that they have never requested any change or proposed any idea to the principal which had to be refused. Sometimes, modifications have been suggested, but the basic proposal has never been refused in its entirety.

Editor's Note: This excellent article will be continued and completed in the October issue of SCHOOL ACTIVITIES Magazine.



Extracurricular activities are really a definite part of the educational opportunities of the school and should be made available to the entire student body.

Who Pays for the Extras?

MOST SUPERINTENDENTS AND BOARD MEMBERS can quote a price, down to the penny, that is supposed to represent per pupil costs for their school district. The figures usually represent the tax-supported budget divided by the number of pupils who attend the school. Actually this device which seems to neatly package a complicated report is not very realistic and, if it is unexplained, is a misrepresentation. The limitation of using only the tax-supported budget is so well recognized that one wonders if the right hand knows about the left hand.

A study of the means by which school activities are supported in the state of Nebraska indicates some trends which are pertinent to certain financial aspects of education.

As activities became a part of the school the problem of support for those various activities arose. The amounts to be expended on the activities and the problem of whether the taxpayer, the pupil, or the interested public should pay for the activities have grown as the activities themselves expanded. The study of Nebraska high school activities was an effort to report how much was being expended for various activities in class "B" and "C" schools, to show how much of this financial support was paid from tax funds and to show how much was derived from the pupil and the general public.

In thirty class "B" schools and in over fifty class "C" schools that participated in the survey, the average enrollment was 225.9 and 129.6 respectively. About 12,600 pupils were represented by these schools. The mean yearly budget reported for class "B" schools was \$62,941. The corresponding figure for class "C" schools was \$39,529.

The selection of schools so classified was an attempt to make use of districts which were most typical for the state. The distribution of these schools geographically was a quite close approximation of the geographical distribution of population in Nebraska.

The recognition of the worth of activities and the popularity of these "extras" were very evident from the superintendents' reports. About 72 per cent indicated they desired to offer more

JACK O. L. SAUNDERS
*Western Washington
College of Education
Bellingham, Washington*

activities while over 24 per cent would offer the same activities. Less than four per cent would offer fewer activities. To offer more activities there were several "needs" mentioned by nearly all the reporting administrators. Foremost among these were more instructors, greater budget allowance, a larger plant, and better trained instructors. The least frequently mentioned of the four was better trained instructors from which is reflected the assumption that, in general, the administrators considered the instructors well trained for supervision of current or prospective activities.

A total of 792 activities was being supported in the class "B" and class "C" schools. About 20 general titles were used to classify the common activity opportunities available for pupils in the 80 schools which reported. In the original study tables were prepared for each of the activities which were thus categorized and figures for each school size indicated (1) the total mean expenditure; (2) the number of students per school participating directly and indirectly in the activity; (3) the budget support, the pupil support, and the public support in terms of dollars and cents and in terms of percentages. These tables made possible some rather interesting comparisons between the various activities and between the different sized schools. The analyses and generalizations which follow were based upon the comparisons.

The larger schools spend more than twice as much on activities as do the smaller schools. The cost per activity is not quite twice but the larger schools usually conduct more activities. Per pupil costs for both direct participants and all participants are very nearly the same in both class schools.

A comparison of the number of direct participants in the two school classes shows that the number of class "C" direct participants per activity is 53 per cent of class "B" direct participants. A comparison of the number of all partici-

pants per activity in class "C" schools is 55 per cent of the class "B" participants. The class "C" mean enrollment is 57 per cent of the class "B" enrollment. This suggests the participation is practically the same percentage in both class groupings.

The income from activities, which might better be called the support by pupils and the interested public, as well as the total support by students, public, and budget allowances was more than twice as great in the class "B" schools as it was in the class "C" schools. Budgetary support of activities, however, was greater in total, per activity and per school in the smaller class schools.

Budget support in the larger schools did not compare favorably with the same source of support in the class "C" schools. The per cent of budgetary support was about two and one-half times greater in the smaller schools. Students contributed 20 per cent of the support in class "C" schools as compared with 23 per cent from the same source in class "B" schools. The per cent of public support in class "B" schools was greater by approximately seven per cent more than class "C" schools. The results presented in Table I show the several sources of support in a rather concise fashion.

TABLE I
The Means of Support in Per Cent of All
Activities in Selected Nebraska High Schools

Source	Per Cent	
	Class "C"	Class "B"
Student Support	20.48	22.99
Public Support	63.68	70.48
Budget Support	15.84	6.54

A comparison of the mean expenditures per school and the mean total support per school indicated that the average class "B" school could expect a profit of \$911 or more than twice the annual budgetary support. A like comparison in class "C" schools showed the average school could expect a profit of \$524 which was approximately one and one-fourth times the budgetary support. The budgetary support, in view of these profits, was apparently necessary to expand activities, to subsidize the less profitable activities or was utilized for other purposes if profits accrued. If only the financial aspects of the activities are considered the greater expenditures in class "B" schools are more than offset by the greater profits in the larger systems.

Mean per pupil costs in class "C" schools were calculated from the data to be \$2.24 while they were slightly higher, \$2.44, in class "B" schools. The figures by themselves were not particularly enlightening. When related to per pupil costs of specific activities they provided some interesting comparisons.

Both class schools followed the same trend so only the smaller schools are utilized as an example here. In class "C" schools only five activities exceeded the average per pupil cost. They were football, basketball, the yearbook, Future Farmers of America, and the junior-senior banquet and/or prom. All of eleven other activities cost considerably less per pupil. The range of the less expensive groups was from \$1.48 to \$0.21 per pupil. The student council activity in which 113 out of 130 pupils were general participants cost only \$0.21 per pupil.

At the other extreme, the football activity in which 102 out of 130 pupils were general participants cost \$6.80 per pupil. The cost per pupil could not be construed by fair reasoning to be the result of the number of participants in every case. Some activities, it must be concluded, were easily conducted with practically the same facilities that were present in a normal school plant while others required special equipment and certainly additional expenditures.

This is not news to the alert administrator. It does refute the contention that more activities or the better opportunity for a total education through activities is purely a financial problem. In fact, if one goes a step further, it becomes apparent that the average activity program when balanced out requires no expenditures from the school budget but will accrue a profit. This, however, is only theoretical reasoning since many systems might not conform to the average. There are, undoubtedly, many communities which would not support an activity program to the mean public support figure of \$1,568 per year. Making a profit should not be the only aim of any activity but in some districts under present conditions, many activities would find less favorable conditions for existence if all activities had to be supported by the school budget.

For those persons who play the game, write the news story, portray the part, hold a student body office or in other words are the direct participants the per pupil costs were high. If they had been the only ones to derive benefits

from the activity, and from a narrow viewpoint this might seem reasonable, the per pupil costs would be prohibitive. To spend \$18.20 on a forward, \$33.72 on a halfback, \$36.61 on the yearbook editor or even \$6.63 on the student body president would have seemed to indicate that the opportunity for education was benefiting a selected few. Undoubtedly these active participants are getting something the constituent, the audience, and the spectator are not receiving.

On the other hand, if it were not for the direct participant, there could be no indirect participant. We may assume in a total educational philosophy that all the activity touches, could be benefitted. Certainly no one would take issue with the contention that the major portion of the student body derives benefits from student government and the student council activity.

When we spread the per pupil cost over the direct and indirect participants the football activity per pupil cost became not \$33.72 but rather \$8.26 in the class "B" school. The cub reporters' and actors' direct participant per pupil costs changes from \$10.58 and \$3.45 to 1.14 and 0.67 general per pupil costs respectively. General per pupil costs are within the reach of the financial restrictions of the average school system. This is obvious enough to require little elaboration but is substantiated by the fact that activities continue to exist.

Although it is well to know how much it costs to supply the direct participant with that equipment the school furnishes, the cost of the activity should not be charged to the direct participant alone. The indirect participant likewise receives values. Consequently, per pupil costs in the proper sense should have been shared by all.

When we calculate per pupil costs from the total school budget we do not consider only the "A" and "B" student although they are perhaps gaining more academic knowledge. Rather, the "C" and "D" and even the pupil failures share in per pupil costs of education. It was felt that the same attitude was in line when participation in activities was the factor under consideration.

There is a final discussion pertinent in the summary of the results of the survey. If we assume a tenable principle of democracy that education is a privilege and responsibility of the democratic state, the question of the support

of any or all of the total education arises. The principle of "free education" is assailed by the results of this survey.

When the pupils supported as high as 23 per cent of this phase of total education and the portion of the public who were most interested in the activities financed as high as 70 per cent, the responsibility for a part of the educational opportunity was being assumed by somewhat less than all the people. If we adopt the premise that the responsibility for education should be vested in all the people, we find that this has not worked out in practice.

The general taxpayer who was the source of a 6.54 per cent support through the budget of the school was not shouldering a fair per cent of the responsibility. It might have been contended, of course, that the public receives value for value in the expenditures for the support of activities. Many pupils firmly believe this and many schoolmen take this attitude. Many of the more ardent supporting public do not accept this entirely.

Some go as far as to admit they do not expect advertising in the school yearbook to hold a particular dollar and cents value. And there are many who supply transportation, attend games, plays, and other functions out of a sense of civic duty, primarily. Their enjoyment is a secondary consideration. In almost every community there are the strong fans and the very "school minded" who are assuming an unjust share of the responsibility for total education when they pay as high as 70 per cent in class "B" schools and 64 per cent in class "C" schools toward the cost of school activities.

What the public wishes to do in this regard sometimes does not worry us unless they do too little. We say we are more concerned about the pupils entrusted to our care. But to be realistic our concern must encompass factors which greatly influence that trust. When class "C" schools' pupils support 36 per cent of the yearbook, 24 per cent of the school newspaper, 39 per cent of the junior-senior prom, 71 per cent of school dances, 21 per cent of the FFA, 40 per cent of the FHA, 31 per cent of the student council, and 68 per cent of the assembly programs, to mention a few, it could hardly be said that the activity phase of education is free. Class "B" pupils generally support a higher per cent of their activities. The costs reported here did not account for many dollars spent by

pupils in equipping themselves, in travel and in other incidental costs.

These relatively high percentages place an undue burden upon the pupil's family. It tends to place pupils in a position of pay or accept something less than total educational opportunity. Education is not free. These results indicated a total education was rather expensive. The equitable distribution of supporting costs was even more mythical. If we need to sell a philosophy, we also need to be honest and realistic about the cost of implementing that philosophy equitably.

Football Fall-Out

FRANCIS H. BISHOP
High School
St. Francis, Kansas

It's crying time in the Little Beaver Football League which is made up of seven high schools and this is the way the coming fall's prospects lined up when, at a recent pre-season 'tear fest', all coaches relinquished any hope of getting the 1955 football championship.

Coach Gridiron of Highland put it on the one yard line. "Fellows, I don't know whether we will even try to put a team on the field. Some of our jerseys have been stretched and torn and personally, I think it shows carelessness on the part of at least some of the boys. They are going to have to learn to take care of their clothes. This year our emphasis will be on care of equipment."

"We have a difficult situation," explained Coach Shoulders of Pretty Prairie. "My boys feel that in the league games the past season the other schools wouldn't let them have the ball their share of the time. We spend a lot of time on fundamentals and my boys know they can't score without the ball. This thing is breaking our morale and you know how hard that is to rebuild. Why one boy even dropped football entirely and one of my scouts tells me that another has sent away for a book on Taxidermy. Our work this coming season is cut out now. We must stop these fall-outs and rebuild spirit. One of you other men will get to set the championship trophy in the glass case in your main hall."

Coach Landsled of Brownberg took the floor.

"Men," he said, "I really didn't think I would be here again this year to meet with you and discuss our coming schedule. I have a school with small boys and a great many of them are left-handed and not only play left-handed but run that way too. Our aim this fall will be to re-educate these boys so that they have at least a working use of their right hands. We believe there will be at least a partial follow through in their running. Since our boys are all small it may make our task of change-over easier as small boys are easier to work with."

Coach Scoreboard of Banner City got the nod next and standing up and facing the group, said, "We were lucky this past season, just plain lucky. We happened to get the pennant. But I doubt that it ever happens again to our school. Certainly not for many years. We know it couldn't begin to happen again this fall. To win the pennant like we luckily did last fall was a break, pure and certain, and we know it. We have had our share now for years ahead and we expect to put stress on things like handball and useful crafts like knot tying. Don't know which of you other fellows will get the luck this fall but it will be one of you, not us."

Coach Yardline told his sad story. "Over at Toonerville High, we've had to witness a strange thing. Our boys no longer seem to be football-minded. Used to be that if you as much as said 'Rockne', every boy would come to attention, but now all this has changed. The other day I was putting a diagram of a play on the board for a fellow who last season was a star player. He took the chalk from me and sketched in some trees and a river and labeled it Missouri. I noticed a couple of pamphlets sticking out of his pocket. One was 'Tennis, It's Tops' and the other was, 'Let's Play Shuffleboard.' In varying degrees and ways this thing has spread among all our boys."

"I could tell much more but you can see from what I have said that Toonerville is not a contender this coming season. As I see it at Tooner this fall, we will have to de-emphasize other interests and then the next year we can again emphasize football."

Coach Goalpost of Centerville took the stand and told his story. "We will just say that we will try to stay in the league this year. We have no hope or thought of winning any games. What we hope to get this fall is practice. The big thing

we need is practice, practice, and practice. Another thing we need is busses in which to travel. Oh, yes, we have a couple of busses but they are in poor condition. They use oil and have little power. We plan to lash the two of them together to get enough power for the longer trips. We ended the season last year far in debt. Just how far we don't know because all records have been lost. Our goal this year is to get to the games. Some future year we will think about winning."

"We don't know what to suggest about the fall schedule," said Coach Turf of Bent Twig, "Except to say we just won't be in the running with you other fellows. We do have a little material left from last year and some equipment. I would like to say that first of all we cooperate with all the other school activities. For example, if our band wants the busses at the same time for a trip, why we, as the football team, will stand aside and let them have them. Last year this

happened and the football team hitchhiked to their game. The eleventh boy just got there in time to get on the field for the opening play. The band got there early though and got in some extra practice. That's the kind of thing we think is important.

"A thing we think is splendid at our school is for our football boys to sell tickets for all the other activities. They do this in full football regalia, including helmets, and it gives our team lots of good advertising.

"Our coaching staff is always glad to take classes for other teachers if they want a day or two off. This is a great good-will builder, inter-department wise, and this is our objective at Bent Twig High. We really hardly expect to score in any football games this year, let alone win."

As has been said, "It's crying time in the Little Beaver League."

A well-administered orientation program for students entering college first time really helps them to get an early and successful start in their new endeavors.

The Freshman Orientation Program at Newark College of Engineering

WHAT IS ORIENTATION? Webster says that it means "facing or pointing toward the East." To the College, orientation means helping the students gain a perspective of college life, helping them to acquire the proper techniques of living in college, and obtaining a balance among the demands and opportunities of college life. In short, the program is a specific method to assist all students to gain as much as possible from their total college experience.

Students need to be acquainted with the recreational and educational facilities, the buildings and laboratories, and the traditions and standards of the College. To achieve a progression of expression, the students need orientation in the curricular and extracurricular programs, in reading and study techniques, and in the development of qualities which are essential for success in college.

Purposes of Freshman Orientation

1. To help the student understand his college community—its physical plant, its aims and philosophy, its traditions, its difficulties, and its opportunities.

HERMAN A. ESTRIN
Department of English
Newark College of Engineering
Newark, New Jersey

2. To present the student leaders to the freshmen.
3. To introduce the faculty advisers and explain their role.
4. To meet the members of the administration—Dean of Students, Dean of Administration, and the President.
5. To describe the extracurricular program to the freshmen.
6. To arouse the interests of freshmen so that they would participate in the extracurricular program.
7. To help students to gain a sense of direction in their college life.
8. To present the facilities and resources of the College.
9. To provide a social hour so that freshmen may become acquainted with student leaders, faculty advisers, members of the administration, and other college personnel.
10. To distribute the student handbook—"Log NCE."
11. To provide for the testing program.
12. To describe the counseling program.

History of the Orientation Program at NCE

Before World War II, Freshman Orientation, as such, did not exist. It was incorporated with a convocation of the whole college. During these convocations the president of the College gave a welcoming address to the returning upperclassmen as well as to the incoming freshmen.

With the coming of the war, enrollment soared. Convocations embracing the entire student body could no longer be held, and the whole program was dropped. During the war years, official attempts to aid the adjustment of new students to college life were virtually nonexistent. Some half-hearted efforts toward orientation were directed to the freshmen in conjunction with their Principles of Engineering classes. The major disadvantage of this system was that the information was "too little, too late."

The next step toward a more efficient procedure consisted of a one-hour program including the welcoming address from the President of the College, an explanation of the advisory system, and information about the Testing and Guidance Department. This program was supplemented by the material given during the Principles of Engineering classes. In September, 1948, the first true Freshman Orientation Program was presented to the incoming freshman class. It still operates with modifications.

Present Program

The orientation program lasts two days; it is held on the Thursday and Friday of the week before classes officially begin.

On the first day freshmen meet the members of the administration. The Dean of Students greets the class and introduces the President of the College, who welcomes the new students. The Dean of Administration gives a brief talk on the history and the tradition of the College. Because the question of service in the armed forces inevitably arises, the Professor of Military Science and the college selective service liaison officer discuss the Air Force Reserve Officer Training Corps and Selective Service.

So that the freshmen may become acquainted with the physical aspects of the College and gain a working knowledge of it, the class is broken into groups of ten and taken on a tour of the college with the members of Phi Eta Sigma, the freshman honorary fraternity, serving

as guides. They also follow their class schedules for that day.

After luncheon they re-assemble for the discussion of the student activity program. A professor interested in activities is selected by the Dean of Students to deliver the keynote speech, such as "The Value of Extracurricular Activities In an Engineering Curriculum." Because this unique program is student-operated and student-financed, the President of the Student Council explains the philosophy of student activities of the College. To supplement his talk, the presidents of the following designated areas assist him: The Interclub Council, the Interfraternity Council, the Athletic Association, the Bureau of Publications, the Professional Societies Council, and the Honor Societies' Council.

Because the freshmen have always been interested in the Dance Club and because they are eligible to join Phi Eta Sigma, the representatives of these groups also speak to the incoming class. Their talks are based on the points in the example of the following letter.

Mr. Richard Pinto
1430 Concord Place
Elizabeth, New Jersey

Dear Dick,

The Freshman Orientation Program will take place on Thursday, September 16 at 1:00 in the Campbell Hall Gymnasium.

Phi Eta Sigma is in charge of guiding the freshmen throughout the various buildings of the College. This is to remind you that the tours are scheduled for 11:00 a.m. Will you kindly get your committee together so that the tours are expeditiously handled.

During the 1:00 p.m. session, the Orientation Committee would like you to tell the Freshmen about Phi Eta Sigma. The following outline is a suggested guide for your talk, inasmuch as it poses questions which might serve to bring out the functions of your organization.

1. What is the purpose of your organization?
2. Give a typical example of some of the groups functioning within your organization.
3. As a member of a group, how much time would be taken from my studies to participate?
4. What provisions are made for new groups to form?
5. What is the general procedure for gaining admittance to one of these groups?

These questions, and others which you might wish to coin, will probably serve to present your organization in a concise and accurate manner. Please attempt to limit your talk to approximately five minutes.

I shall send you a complete copy of the program. Please feel free to consult with me. Please let me know whether you will accept this assignment.

Very truly yours,
/s/ Herman A. Estrin

The Faculty Adviser, appointed by the Dean of Students, is introduced to the class and ex-

plains the process of the election of representatives to the Freshman Class Council and the eventual election of class officers. He apprises them of a tentative social calendar which he prepared about six months before the class entered college. The adviser stresses the value of participation in the functions which the Class Council will sponsor for the next four years and tries to instill loyalty and pride within the group.

Then, for purposes of advising, the students are grouped alphabetically so that they may meet their faculty advisers. The alphabetical grouping is as follows:

A-Ci G-J Md-Q Su-Z
Cm-F K-Mc R-St

In this informal meeting which lasts about forty-five minutes the following is done by the adviser:

1. Have each advisee introduce himself by giving his name, address, the high school from which he was graduated, his interests, and the extracurricular or community activities in which he participated.
2. Introduces himself and discusses the role of an adviser.
3. Presents a few advisees' cases which will illustrate the services which the adviser renders.
4. Asks questions concerning the "Log."
5. Discusses the philosophy on "cuts" and describes the method of reporting absences.
6. Discusses the warning and grading system.
7. Describes the Phi Eta Sigma tutoring system.
8. Emphasizes the spirit of helpfulness and cooperation.
9. Conducts a question-answer period.
10. Re-assures advisees that the adviser will offer assistance, friendliness, and guidance at all times.

To enable the freshmen to meet informally the student leaders, their advisers, the departmental chairmen, and the faculty, the administration arranges for a social hour in the Commons. The cafeteria supervisor offers an attractive table and serves coffee and cake. In this setting the freshmen mix freely with the other students, the faculty, and the administration; and they ask questions which cover the orientation program.

Friday is devoted to testing the entire freshman class. The program begins at nine and ends at noon. After an hour for lunch the program starts again at one and lasts until four. The members of the Testing and Guidance Department make the necessary arrangements for the day.

A Typical Freshman Orientation Program

- 9:00 Registration
9:15 Meeting the Administration Campbell Hall

Professor Frank A. Grammer, Dean of Students, Presiding

President Robert W. Van Houten
Welcome to the Freshman Class

Professor William Hazell, Jr., Dean of Administration "Our College: Its History and Administration"

Lieutenant Colonel Leonard R. Einstein, ROTC
"The Air Force Reserve Officers Training Corps"

Professor Charles Kiernan "Selective Service"

- 11:15 Guided tours by Phi Eta Sigma, the freshman honorary fraternity, Richard Pinto, Chairman
The members of Phi Eta Sigma will tour the buildings of the College and will follow typical class schedules.

12:00 Lunch Cafeteria

12:50 Return to Campbell Hall Gymnasium

1:00 Professor Eivind Ramberg, Professor of Physics
"The Value of Extracurricular Activities in an Engineering Program"

George Kennedy, President of the Student Council, Presiding "The Philosophy of the Student Activities Program at NCE"

Interclub Council Richard Pinto

Interfraternity Council Howard Schnitzer

Athletic Association John Urban

Bureau of Publications A. Stanley Heuser, Editor of the *Technician*

Professional Societies Council John Kennedy

Honor Societies Council Douglas Amos

Phi Eta Sigma Robert Kelly

Freshman Honor Society

Dance Club Peter Macchi

Introduction to the adviser of the Class of 1958—
Dr. H. A. Estrin

- 2:15—3:00 Advisees meet with faculty advisers
- | | | |
|------|-----------------------|-------|
| A-Ci | Professor Burns | 301-C |
| Cm-F | Dr. Estrin | 303-C |
| G-J | Dr. Capececiatro | 305-C |
| K-Mc | Professor P. Mainardi | 308-C |
| Md-Q | Professor Bishop | 306-C |
| R-St | Professor Kiehl | 304-C |
| Su-Z | Professor Tully | 302-C |

3:00 Social Hour—Refreshments will be served in the Commons by Miss Margaret Weiher, Cafeteria Supervisor

During this hour freshmen will be able to meet student leaders, their advisers, departmental chairman.

Program for Friday

9:00-12:00 Testing and Guidance

Section A through F inclusive will meet in the room 30-W

G through L inclusive will meet in the Commons

M and N will meet in Room 329-L

O and P will meet in Room 314-C

Q through S inclusive will meet in Room 316-C

12:00 Lunch in the Cafeteria

1:30 Testing and Guidance. Return to the rooms in which you were located during the morning.

In a recent survey of the freshmen to the

question: What do you think of the orientation program? the following comments were offered:

I now know the extracurricular program of NCE. It is more extensive than I thought it would be. I want to join the Dance Club and the Bridge Club.

The guides at orientation introduced us to the Student leaders and the faculty. It was helpful to have a guided tour to our rooms, the library, the Commons, the gymnasium, and the laboratories.

The orientation was complete in every detail. Now I know what is expected of me. Also, I was able to meet my adviser and instructors.

Incoming freshman students become acquainted, acquire a feeling of belonging, develop desire for participation through medium of pre-school camp.

Welcome to College Camp

CHICO STATE COLLEGE is one of ten state colleges located throughout the length and breadth of California. Geographically it is located in the northeastern section of the state. Since this area of the state is primarily rural in nature, most of the students attending the college come from the surrounding rural communities.

Last year the college administration embarked upon a new project, as a means of orienting incoming college freshmen, from the high schools of the area, to college life. Specifically, it was a two day *Welcome To College Camp*. The main purpose of this venture was to get incoming high school graduates or college freshmen acquainted with one another prior to becoming involved with all of the mechanics and responsibilities of enrolling in college.

In the planning of this venture, it was deemed advisable to conduct such an activity away from the college campus in an area or place where the environment would be conducive to a complete program of social orientation and integration suitable for a group of incoming college freshmen.

The college was fortunate in obtaining the facilities of Camp Lassen, Chico Area Boy Scout Camp, located about 70 miles from the college, in the Sierra Nevada Mountains, for conducting this project. It contained and could provide adequate space to house and accommodate such a gathering of students.

To insure the camp realizing its fullest potential, a group of student leaders, headed by the student body president, formed the nucleus of the camp staff. This student staff was abetted by a group of the faculty headed by the President of the college. With such a core success would not fail due to faculty or inadequate staffing for the operation of the camp.

As a means of getting the students acquainted

J. RUSSELL MORRIS
Department of Education
Chico State College
Chico, California

with one another, prior to arriving at camp, transportation was provided through the medium of chartered busses. Such a plan of transportation insured safe, economical, and reliable transportation. It also eliminated anyone from straying, getting lost, or not being able to locate the camp since it was located some distance off of the main thoroughfare of travel.

With this initial preparation the following was developed as the basic program for the two day *Welcome To College Camp*:

Saturday:

9:30 a. m. Leave college campus in busses
11:00 Registration and cabin assignments (Don't forget to wear your name tags right from the start.)
11:45 Meeting of student leaders
12:15 p. m. Lunch—Dining Hall
1:15 General Get-Together—Camp Fire Circle
Student Body President
Introduction of student leaders and faculty
2:15-4:15 Planned Recreation
4:30 p. m. Swimming
6:00 Dinner—Dining Hall
7:30 Camp Fire—Camp Fire Circle
Student Body President, presiding
Folk and Social Dancing—Dining Hall
Cabin Groups

Sunday:

7:30 a. m. Morning dip for hardy souls
8:15 Breakfast
9:30 General Meeting—Camp Fire Circle
Theme: "College Life And You"
Interdenominational Church Service
Outdoor Chapel
12:15 p. m. Mass for Catholic Students
1:00 Dinner—Dining Hall
2:30 Busses leave for college

In addition the following special features were provided.

1. Sale of cokes and candy bars.

2. College nurse in residence in case of illness or accident.
3. Lifeguard for swimming.
4. Dean of Students and staff for special counseling.

The results of this venture were more than gratifying since more value was derived from the camp than was anticipated. Not only did the camp accomplish its main purpose, namely, getting freshman college students acquainted with one another, but also these students had the opportunity to develop a feeling of belonging prior to embarking upon their various college careers.

In light of the success of this venture, it seems reasonable that similar projects could be developed around the theme of *Welcome To High School Camp* with equal success. It is a recognized and accepted fact that one of the most difficult adjustments a student has to make in his academic life is the transition from elemen-

tary to high school. Such a project as outlined in this article would do much to facilitate a normal, satisfying, and happy transition for incoming high school freshmen to the responsibilities of high school life.

Socially and psychologically the *Welcome Camp* is sound and has been established as an annual program of Chico State College. High schools throughout our nation would do well to develop similar projects as a means of making the first days of high school life, for incoming freshmen, pleasant and profitable. Days to be remembered with happy memories rather than ones filled with bitter, heartbroken scars.

Students go away to camp as strangers and return to school having established bonds of friendship that will endure, for the most part, for life. Activities such as these cannot help but upgrade and enhance the social and educational values that come from a happy and successful beginning in high school or college.

Student council officers and sponsors may become acquainted with their opportunities—their obligations to the school—through participation in workshop.

Should We Have a Student Council Workshop?

FIRST OFF, let me say I do not have all the answers. I do not propose a panacea, a cure-all. I do believe, however, that in an effective leadership program many of the answers will be found.

After attending five student council conventions and having charge of a couple, I seem to keep running into many of the same problems.

As far as sponsors are concerned, one problem that is prevalent is—I was assigned the job and I don't know a thing about it. Another problem might be that the principal is sponsor and he sent me as substitute; I don't know what I am supposed to do. Some schools change sponsors every year. There are a very few cases where changes have been made twice in one year. Too often the sponsor of the council is assigned the job, as just another job.

It is far more than that. Sponsors are responsible for the training of the council members in democracy. What job is more important? What

IRA A. BOGARD
Executive secretary
New Mexico State Student Councils
Portales, New Mexico

person should be screened more carefully than the one who will have the top leaders under their care for one to four years of their high school education? Many principals are cognizant of this fact. They, not finding a suitable sponsor, take the added responsibility on their shoulders and cannot find time to discharge their duties to the council. Therefore, what could be more important than a council workshop where they could send a teacher to learn about the duties of a student council sponsor?

Surely the responsibility of training our leaders deserves trained personnel to take charge of that phase of their education. It isn't a question of the teacher being eager to do a good job; it is a feeling of helplessness that comes over one when he is inadequately trained for the job.

We all want trained personnel in the field in which they are working. State laws require this.

However, here is a situation where a person is simply assigned a job with little or no thought given other than that they may have a free period at that time. As a result, the sponsor starts the school year with little knowledge of what should be done. This is transmitted to the students in their care, and often the council fails to function as it should.

This same feeling of not being sure of one's self also comes from the students. Many have asked, "What should we know in order to perform our duties correctly and efficiently?" Few schools offer a leadership training program. It is a hit-or-miss thing. "Where can we get this type of training?" students and sponsors asked me at the last convention. "Are there colleges that offer credit in student council work, and if so where are they located?"

I grant that most schools are not without good sponsors. However, the questions asked me are not isolated cases. We insist that teachers return to college to brush up. Why not have student council sponsors take in a workshop?

Too often it is taken for granted that students are to participate in the operation of our schools, without those students knowing what areas they may participate. We do not offer any training other than that which they pick up through experience.

In my talks with Mr. Gerald M. Van Pool, director of student activities, National Association of Secondary School Principals, he said, "It is my feeling that the workshop is vital and should be very different than a convention, for at the workshop the students and sponsors actually do the work. Problems are assigned and solved."

My students have attended workshops in Texas and have returned with a feeling that they could go about their council responsibilities with a knowledge of "know how." Last year at the workshop held in Austin, Texas, one of my students exclaimed, "Now I know what being a student council member is all about." Much credit for the fine workshops in Texas must be given to Dr. Donald I. Wood, Executive Secretary of the Texas Association of State Student Councils.

Student councils have become a big business.

It is always necessary to train leaders for a big business. We in New Mexico are relatively very young in so far as state student council conventions are concerned, having held conventions for only the last five years. Attendance has grown from some two hundred to over four hundred in these five years.

We now see the need for a workshop, and we are having our first at Western College, Silver City, New Mexico, August 14-19, 1955. Our workshop is being held with the blessings of our secondary school principals. I met with them and explained the need for such a workshop, and immediately they started the wheels moving toward that goal. The one thing they cautioned me about was cost, telling me to keep it at a minimum. Our workshop lasting five days will cost each student and faculty sponsor fourteen dollars. Our secondary school principals got me five hundred dollars to help defray expenses.

Can one still ask if a workshop is valuable? Here in New Mexico we do not feel but know that we have the finest men and women in our administration. They are ever alert to help us when the need arises. It is my feeling that the administrators of other states will do likewise when the people go before them and show the need for such a program. The better trained the student leaders and sponsors, the better the school.

We learn to do by doing. Here is how our workshop will operate. Each day will begin with a discussion of the topic for the day by the consultant. Lesson assignments will be made, and each group will work on the same assignment. They will break up into small "buzz" groups where each individual will be able to participate and express himself. Later the "buzz" groups will come together and compile what they have on the assigned topic.

There are five topics to be worked out, one for each day of the workshop. These topics will be Aims and Objectives on the first day. Methods and Procedures the second day; (in this each group will actually write a constitution); the third day will be Leadership Training; the fourth day will be given to Problems; and the fifth day will be Evaluation. It is our feeling that we have something very worthwhile started.

Editor's Note: This article was written before a state-wide student workshop was held in New Mexico; although they had sponsored student council conventions. How the workshop really worked out will follow in a later number of our publication.

Athletics, intramural programs, and physical education classes are all regular phases of the whole educational program offered in the secondary schools.

How the Coach and Physical Education Teacher Can Cooperate

THE QUESTION OF COACH-PHYSICAL EDUCATOR COOPERATION is an academic one in many high schools in this country. These two people are often one and the same. Even so, there arises possible conflict in the emphasis given and the time allowed for the two activities.

There has been a tendency to separate athletics from the school program and to allow the athletic program to stand or fall on the basis of gate receipts. This situation has materially increased the possibility of the varsity program being oversold to the public by the glamour of winning. More and more money is needed to conduct the big business of varsity athletics when it is conducted as a mass public spectacle. The budget for the average varsity program is many times what it is for the average physical education program, yet the physical education department will train and influence many more boys than the varsity program.

The disparity between money spent and pupils served causes questions to be raised as to relative values. In many cases, when gate receipts are inadequate, tax monies are used to subsidize the varsity program, and, consequently, the distribution of funds becomes even more unbalanced.

When considering the athletic varsity picture, one needs to look at the total picture of education in a particular school. The starting point should not be athletics versus physical education any more than it should be physical education versus English or social studies. The question should be resolved as a matter of educational policy regarding desirable components of the total educational program.

The picture then comes into focus with English, history, music, physical education, band, and all other elements fitting into proper perspective. All these having been selected as desirable phases of a sound education program, they will be provided for in the total budget of the school and any money coming in as gate receipts from athletic contests, band performances, or otherwise, will be channeled through

TAYLOR DODSON

*State Department of Public Instruction
Raleigh, North Carolina*

the school treasurer back into the general fund from which the total school program is financed.

It is a step backward to forget that the varsity program belongs to the entire physical education department. Properly conducted, the physical education program will reach all the students in a school with a broad, varied program of instruction in the skills of many group and individual activities. In addition to the instrumental program, there will be an opportunity for students to compete in an intramural program with others of equal skill and interest.

Opportunities for social recreation participation may be provided in a number of ways by the physical education department for students and faculty alike. Topping the whole structure of physical activities in the school will be the top ten per cent, from the point of view of athletic ability, who go to make up the varsity athletic teams. These students are participating on their own level of skill just as the intramural teams participate on their respective levels.

When the activities of a school are in proper focus all students will be served. Too often the approach is not from the bottom up but from the top down. This top down approach so often bogs down before it reaches down far enough to significantly touch the lives of the majority of the boys and girls in the school.

It is the program which is top heavy with varsity emphasis, unsupported by a broad base of physical education instruction and intramural participation, that is likely to result in shopworn and shoddy merchandise being disguised by phrases, such as sportsmanship, initiative, and ability to "give and take." This top-heavy program may have a distorted set of values with a disproportionate emphasis on winning regardless of the cost. Not enough thought will be given to the student's welfare. The varsity athlete will leave school with no sport skills or recreation

interest which will carry over into after school years and enable the individual to remain healthy through participation during the progressing years of life.

Participation in varsity sports takes a lot of time. This amount of time devoted to one phase of the school program is apt to cause other phases to be neglected or slighted to some degree. It is this aspect of the athletic picture that necessitates eligibility rules regarding scholarship of varsity participants.

Students who are failing or making extremely poor grades should not be allowed to play on the team. The coach who puts pressure on a teacher to get his athletes on the playing field is not doing the boys or his team a favor in the long run. The coach should go to teachers to ask their advice about how he, the coach, can help students help themselves academically, socially, and otherwise. On the other hand, the physical education teacher and the academic teacher should also actively seek the help of the coach in working with boys and guiding their development into more mature individuals.

One way in which the coach might act in the interests of boys, and give a boost to the physical education program at the same time, would be to insist that boys carry a full program of physical education when not actively engaged in athletics. The coach could also help train boys to act as intramural officials, and he could help the physical education teacher in the teaching and testing of various skills. Naturally the coach should be a member of the physical education curriculum committee.

The physical educator, for the most part, has given little thought to public relations, thinking perhaps that he has nothing to sell. In the broad sense, there is a selling job to be done, if we look at information and interpretation of objectives and program areas as selling. Few parents realize the possibilities of benefits from physical education unless it be the corrective benefits of posture exercises. The multiplicity of activities and the variety of outcomes possible in terms of desirable ideals, attitudes, appreciation, and skills have never been adequately demonstrated to many people.

The coach and physical educator could cooperate beautifully in jointly educating the sports loving people who attend athletic contests to the

total possibilities of a broad physical education program. The half-time of games could be used for physical education demonstrations of such activities as stunts, tumbling, relays, folk or square dance, and other co-recreational activities. These demonstrations could very well serve to promote attendance to varsity events, also, since some parents would come to see their children perform in the demonstration who might otherwise have little interest in the varsity game.

The question of better coordination of time, budget, facilities, and personnel plays an important part in the successful operation of physical education and athletic programs which meet the needs of the majority of students. Without some thought and planning there will inevitably be conflict on one or more of these four items. Agreement on the use of facilities, which is honored by both parties, should be possible. The instructional program, coming during the school day, takes precedent over the other phases of physical education, that is intramural and varsity, and is less likely to come into conflict with them. Varsity and intramurals are more likely to conflict, and careful scheduling of facilities is necessary to avoid this conflict.

It would be most unwise for the coach and physical educator not to take advantage of the increased volume of the order that would result from pooling the ordering of athletic and physical education supplies and equipment. These two, coach and physical educator, might also cooperate on publicity releases and not compete too much in this respect.

Many of the previous comments have dealt more with what the coach can do for physical education. There are many things that the physical educator can do to support a strong athletic program. He can use a broad program of skill teaching and testing and encourage outstanding performers to go out for varsity. He can also use varsity boys as intramural officials, and thereby help them to appreciate the value of a thorough knowledge of rules, and the wisdom of tolerance in regard to the fallibility of all officials.

Perhaps the way in which the physical educator can do the most good is in teaching better spectator sportsmanship. Class members can be organized to serve as ushers at games and to encourage good sportsmanship in the behavior of fellow students and other spectators. Cheer-

leaders can be trained in physical education classes, and teachers can help organize student cheering sections and promote desirable types of cheers at the right time.

Qualified timers and scorers are difficult to obtain, sometimes, because there is often no money to pay these important officials. Physical education teachers contribute to the successful operation of the athletic program by serving in such capacities or by training and supervising students who perform these tasks.

Another valuable contribution of the physical educator to the varsity program is to serve as trainer for the team. Ankles need taping and sore muscles need therapy of different kinds, and many teams cannot afford a medical doctor as

a trainer. The physical educator fills the bill and renders a service that is aimed at the welfare of the student.

There must be continued progress in physical education and in the varsity program. In order to keep pace with the growing demands of the task of training boys and girls in the skills of citizenship all members of the school faculty must cooperate. This is especially true of the closely related program of physical education and athletics. The highest type of person is needed in this field of developmental activity. When the best interest of boys and girls is the criterion used in deciding courses of action, the decisions made will be to the benefit of all who are concerned with the school program.

Opportunities for social participation, as well as the activities program, have definite bearing on the efficiency of a school—promote interest, attendance.

Social Organizations, Parties, Dances

THE SOCIAL FUNCTIONS in the secondary school are frequently thought of as entertainment activities for the pupils, and nothing more. As such it would be difficult to justify the time and attention which they often receive. Actually, these activities may provide excellent opportunities for the educational growth of the boy and girl in such areas as personality development; skills in music, art, dramatics, and cooking; confidence, poise, and skill in adjusting to various social situations; and wholesome boy-girl relationships.

In many schools, the program of social activities is much too limited and not sufficiently varied to provide the experiences that adolescents need to develop personality, poise, and self-confidence. These activities sometimes consist of two or three evening dances which aren't overlooked by the pupils who are least in need of social development.

There are many opportunities for informal activities which are overlooked, such as parties during the club and home room periods, informal dancing during the noon hour and after school, and social activities for such special groups as the athletic squads, play casts, and the student council.

HELYA T. SOLON
State Teachers College
Montclair, New Jersey

The effectiveness of social activities depends to a large extent on the manner in which they are planned and carried on. There should be considerable preparation of pupils for participation in these activities. For instance, there should be discussions of various aspects of the social graces—how to ask a girl for a "date," courtesies toward one's "date," courtesies toward the chaperons, etc.

In the junior high school, some attention might be given to table manners, what to wear, and how to conduct oneself at a party. If there are dancing parties, there should be instruction in social dancing. Few schools, however, provide this preparation for social activities anywhere in the school program. As a result, pupils often have a good time at social functions but make little educational growth from participation in them.

Probably no school exists in which there is a complete absence of social events sponsored for the pupils. Social affairs may be sponsored by clubs, classes, or other organizations within

the school. Some are limited to special groups; others are planned for the entire student body. Activities may include picnics, afternoon dances, semi-formal evening parties, costume parties, and parties in observance of special days.

The demand on teachers' time made by school parties is not to be overlooked. Experiments have found that primary teachers spend on the average fifty minutes per week, intermediate grade teachers spend approximately thirty minutes per week, and upper-grade teachers spend somewhat more than an hour a week in planning and supervising social activities.

Participation in parties at school prepares pupils for the social affairs in which they engage both within and outside the school. Excellent opportunities are presented in teaching the common social interests, courtesies, and in developing poise. School parties also afford beneficial and healthful amusement, a necessity for sound mental health in every student's life. Parties may and often do motivate school life and school work. In order for parties to be successful and to be of educational value, they must be well planned.

Parties can be carried out most successfully if they are planned under the direction of a social committee which is sponsored by a faculty member. The social committee should conduct affairs of general interest and may make suggestions to those in charge of parties for special groups. For parties to be most successful the social committee should make a study of games and be ready to suggest appropriate ones for the age level in attendance. The committee should also set standards for conducting parties, including: (1) decorations; (2) costs within limits of funds; (3) check-up on the return of material borrowed.

If parties are to be successful, pupils must be taught proper courtesy. This may be carried on in the club, homeroom, or whatever unit is conducting the party. Assembly programs have been developed to demonstrate party conduct. If dancing is to serve as part of the entertainment, opportunity should be provided for those who do not know how to dance to learn either through the physical education classes or in groups which meet specifically for that purpose. If dancing serves as the principal source of entertainment, something else should be provided for those who do not dance, either through games or a program given during the intermission.

Each party should be carefully planned to all its details, including the responsibility of cleaning up after the party and returning equipment that was used. It is desirable to have those in attendance limited to members of the groups; in any case attendance should be limited to the school. If parties are held in which alumni are invited, they should be limited to infrequent affairs when all the alumni are likely to be in the community, for example, during the Christmas holidays.

Senior high school parties are probably and often held in the evening from 8:30 to 11:00 or 11:30. School parties should be held at the school building in so far as possible, although some functions, such as special events and picnics, cannot ordinarily be held on the school grounds. If social affairs are held away from the school, the question of cost, dangers to be encountered, and the like, should be carefully canvassed and discussed with the group. No party is complete without faculty chaperonage and sponsorship. The sponsor should plan with the group the entire event in the light of the recommendations of the social committee, be present during the entire function, and see that the plan is carried through "until the last cup is washed and put away."

Social Leadership in Community Music

NORMAN C. MOHN

*Department of Education
Texas College of Arts and Industries
Kingsville, Texas*

Many leading educators are coming to recognize the social implications of their work both in and outside of school. The school-community concept is the outstanding factor in a modern progressive philosophy of education; and the music educator, in particular, is realizing that the very nature of his work presupposes this new concept of community participation.

By virtue of his training, occupation, and innate abilities associated with his art, the public school music educator should be in community music activities. Above-the-average ability in applied music, music theory, history, appreciation, education, and conducting is naturally to

be expected of him; and, since some of the essentials of leadership also include these, it follows that he should extend his professional services beyond the school. Then too, he associates with human beings everyday which should cause his sense of social obligation to be a matter of second nature.

Besides his regular duties of promoting music education among the school population, the music educator has a social obligation which cannot be overlooked without damaging his reputation accordingly. The music educator should promote adult song fests, festivals, choruses, orchestras, etc. to offer opportunities for the latent or partially-developed talent of adults in the community.

If the modern music educator expects to make his mark in the community it remains that he will necessarily need to recognize this social concept of his profession.

The trend toward the social function of music education is rapidly on its way, and the music educator should grasp this new implication of service in his work. Actually, this trend should be interpreted as an opportunity for the music

educator to assert himself as a leader of all peoples; and his benefits in giving will be repaid in gratitude, professional growth, and the self-satisfaction of being a useful servant to the community.

It is the teacher who recognizes the necessity for considering community aspects in his school music teaching who can be rated as being a good teacher—one who sees "... in music an agency for humanizing and enabling modern social life, with all its stress and strain, and all its antihuman, antidemocratic subdivisions of function."¹

All this implies a conception of the work of the music educator which is sometimes broader than that ordinarily entertained about those so classified; for the effective teaching of music requires social leadership of a creative kind, *for* music and *through* music. Instead of being a mere teacher of subject matter, he becomes a creator of new patterns of living, a driving force for wider music appreciation, and a leader in community-wide music participation.

1. Mursell, James and Glenn, Mabelle, *The Psychology of School Music Teaching*, Silver Burdett and Co., 1931, p. 368.

There are clubs and there are clubs. Pet clubs offer opportunity for promoting patterns of social behavior, kindness, understanding, tolerance, patience.

Pets, Parents, and Children

THE MEMBERS of the lower animal kingdom have always had and always will have a strong appeal for children. Unfortunately, this magnetic attraction of children for animals does not usually meet with the same degree of enthusiasm on the part of parents. As a junior high school science teacher in a large school system, I have daily braved the wrath of irate parents on this subject of encouraging children to have a large variety of pets in the home.

In all fairness however, I must admit that quite often the parental disapproval has been well justified. For example, I recall one instance where a pet hamster I had given to a 7th grade student, slipped free its mooring and got trapped in the intricate mechanism of an expensive apartment house heating system. The result was a bill of repair and labor amounting to \$123.50 for the parents of the student concerned.

R. L. GANTERT
Alexander Hamilton
Junior High School
Seattle, Washington

Another case involved the story of a white albino rat. This friendly rodent which we shall call George, displayed his gregariousness by making periodical trips throughout the neighborhood in search of house guests to entertain. His success as a socialite and an all-around-good-fellow was testified to by the large number of wild brethren he brought home with him. At the urgent frantic request of the parents I dutifully performed the dual role of pied piper and painless executioner.

There are countless other domestic problems which develop out of this question of pets, parents, and children. Baby ducklings swimming

in the bathtub, domesticated mice running the gauntlet of over-reproduction, deodorized skunks with faulty intestinal tracts, tame raccoons with a fondness for nylons, cute chipmunks gnawing through expensive upholstery, tropical fish spawning in the finest kitchenware, garter snakes hibernating in bureau drawers, tree frogs climbing up freshly plastered walls, young tomcats with bad plumbing are only a few of the innumerable quirks in personality as well as animal hygiene that I have had to contend with during the school year.

You would think that in the face of this formidable array of adversity my stand as an advocate of animal-child relationship in the home would be somewhat strained. It would be far safer to forsake the natural field of science and dwell upon a more concentrated study of the physical areas such as sound, light, electricity, etc.

I believe a policy of science teaching which neglects the natural for the physical indicates a definite lack of intestinal fortitude on the part of the teacher. I must even admit to taking a degree of sadistic pleasure from weathering the storm of parental outrage at the unorthodox behavior of their children's pets.

My strong belief in the unlimited potential of unusual pets as a basic source for a later understanding of human behavior is not an original theory by any means. More and more TV programs are featuring animal personalities such as the well-known *Zoo Parade*, etc.

A child between the ages of twelve and fifteen is passing through the most formative and difficult years of his or her life. Patterns of social behavior are being formed during this vital transition period. The fundamental principles involving consideration, kindness, understanding, tolerance, patience, courage, sex problems, and many other character traits can be learned by the child from a careful guided observation of animal behavior.

In my science classroom experiments which involve running white mice through open and closed mazes, testing tropisms of earthworms, studying the courting process of the Siamese Fighting Fish, and watching the story of the Mendelian Inheritance ratios take place through the crossing of pure black and white mice are common routines.

Our best school pet for classroom study has been a young Capuchin (Ringtail) monkey. This

amusing primate has actually taught the "kids" more about human behavior than I could ever hope to do.

Monkeys are great imitators and learn very readily. However, some of their habits are decidedly out of the realm of good taste. One bad habit which the little monkey developed was that of squirting a mouthful of water clear across the classroom. This habit he learned from watching the pupils at the drinking fountain in the corridor. Another particularly bad practice was one of catching his own stool in his very prehensile hand and throwing it at pupils. Needless to say this habit resulted in solitary confinement until he stopped it.

It seems as though the process of discipline and correction of wrong learning centers mainly in the stomach of most primates. Of all the methods of punishment I tried, it appeared that a cutting off of the food supply brought the only lasting results.

One of the cleanest and most prolific of all lower animals is the common hamster. These little fellows cost about \$1.00 in a pet store. This sum is still beyond the reach of many junior high school pupils. To make it possible for every child to have his own hamster for study, we formed a Hamster Society. I purchased the first pair. By careful cross-breeding we were soon able to sell baby hamsters for the small price of twenty cents each.

During the course of the year our school zoo attracted the attention of the TV broadcasting station, KOMO. At their invitation, I put on a half hour TV show featuring various strains of domesticated mice doing all types of behavior stunts. The result was that shortly thereafter I was beset by complaining parents. It seems mice were becoming too popular as household pets.

The junior high school pupil is a complex organism: at best—to date no successful panacea for vivisection of his mental processes has been devised. The junior high school teacher has only one real defense against his attack—an inexhaustible supply of good humor. Failing in this the teacher must fall prey to that badge of teaching courage—"the stomach ulcer."

As a concluding bit of philosophy, I would like to suggest the element of continued surprise as a safeguard against the fast, everchanging tempo of the junior high school student's shifting frontal assault.

The library, heart of all adequately equipped and efficiently organized schools, should be available to students continuously—so students may use when possible.

Library Mothers at Work

MOTHERS ARE TAKING OVER EXTRA-CURRICULAR JOBS in our public schools more and more these days. Usually this is due to an enlarged enrollment and a school budget that can't quite stretch to cover many desirable features in the school program. Such a feature is the school library, and it is here that one New Jersey town has found a satisfactory arrangement—a solution that is a happy one for the school administration, the pupils, and the parents.

How this situation arose and the method in which it was handled is a story that can best be told by visiting one public elementary school in the New Jersey town of Tenafly.

The Walter Stillman elementary school is a handsome new building opened in 1950. By 1952 it had already grown too small to accommodate the children coming from homes in the rapidly developing adjacent neighborhood, and a new wing was added. The small but attractive library was a useful part of this school. However, since the Walter Stillman school was but one of three elementary schools in Tenafly, and since there was just one librarian whose time was to be shared among the three, it seemed as though an impasse had been reached when it came to keeping the library open during school hours. If only there were a way to keep the library open when the librarian completed her allotted time in this school and went on to another school. After careful consideration of the situation, the principal, Willard Smith, came to the following conclusion:

If mothers of pupils would come in on a volunteer basis and staff the library during school hours, the library could be kept open for the use of the pupils; and furthermore, the regular librarian could then devote her time to ordering and classifying new books, major mending and repairing of books, and other items which might arise. The mothers meanwhile would handle the checking in and out of books, shelving books, minor repairs, and the daily routine common to any library.

So a call was sent out for any interested mothers to notify the school office of their willingness to help out. The response was immediate.

ELIZABETH KIMBALL OLIVER
Walter Stillman Elementary School
Tenafly, New Jersey

Pleased with the enthusiastic reaction, Mr. Smith promptly set a date for the interested mothers to meet with him and the regular librarian to discuss the library situation. At this meeting, the librarian gave a concise talk covering the help needed, the method of work, and assisted in drawing up a schedule for the mothers for specific half-day sessions.

Factual data had been typed up and was distributed to the mothers and a copy was left at the library desk for reference at any time. Many questions were asked by the mothers and after they were answered, the meeting was adjourned and the project was under way! (Subsequent meetings with the principal and regular librarian were held occasionally during the school year.)

Now each mother was prepared to begin helping out in the library. Some of the mothers had had previous library experience and were easily able to get back into the library routine. Others, having had no such training, learned as they went along. Non-fiction books they found listed according to the Dewey classification system, and fiction books were arranged alphabetically according to authors. Magazines were on certain shelves and phonograph records were in alphabetical order on another shelf. These magazines and records were to be checked out by teachers and were for use only in the school building. Encyclopedias for library use were likewise on specific shelves.

The daily routine of preparing the date stamp (and remembering to allow for holidays), checking books in and out, and helping to locate books and other items for children and teachers, soon became second nature to the volunteer mothers. Occasionally a tangled situation of a lost book or library card had to be referred to the regular librarian on her day at the school, but in general the work went surprisingly smoothly, and more and more pupils made use of the library material.

The benefits which have accrued to the volunteer mothers have proved as rewarding as their work is to the school. These mothers have had the advantage of learning about the running of the library first hand. They have met and talked with the principal, teachers, and many of the school children. And the wonderful advantage of seeing the hundreds of fine children's books, classic and contemporary, has given greater impetus to their own children's home reading enjoyment. When it comes to selecting a gift book or to naming a book to read for their own children, these mothers have endless suggestions.

The mutual admiration with which the Walter Stillman school administration and parents view their library program is indicated by the number of mothers wanting to help out when a rare vacancy occurs, and by the principal's statement. "If I could just give out medals, I'd give each of you library mothers one!"

What You Need

EXTRACURRICULAR ACTIVITIES BOOKS

A new book, "Physical Education For Children," has just recently come off the press. The author is D. Cyril Joynson, Lecturer, Health and Physical Education, Monmouthshire Training College. The book is primarily intended for those in charge of physical education of boys and girls of 8-11. It develops modern methods of physical education and presents schemes of work and lesson material. It is published by Philosophical Library, Inc., 15 East 40th Street, New York 16, New York.

"The Lil Abner Official Square Dance Handbook," is a book published by the A. S. Barnes and Company, 101 Poplar Street, Scranton 9, Pennsylvania. The author is Fred Leifer, "The Square Dance King." It includes musical arrangements for piano by Manny Blanc. An excellent bibliography is also included in the content.

EDUCATORS GUIDE AVAILABLE

You can now have the First edition of "Educators Guide to Free Tapes, Scripts, and Transcriptions." You will have a professional, cyclopedic service on tapes, scripts, and transcriptions, the full value of which you will appreciate more and more fully as you continue to use it. It may be secured from Educators Progress Service, Randolph, Wisconsin.

RECREATION EQUIPMENT CATALOG

A new catalog of Jamison Physical Education, Recreation, and Playground Equipment has recently been published. It contains an excellent assortment of practical equipment which makes schools more enjoyable, more efficient, and appealing to students. Write to Jamison Manufacturing Company, 8775 South Mettler Street, Los Angeles 3, California, for your copy.

A DIAL ENCYCLOPEDIA

There's a new DIAL-A-GRAM on the market which introduces the growing "how-to-do-it-yourself" trend to a new and fascinating teenage angle; how to be a better friend. This is one of several subjects presented in unique form by U. N. Gram Publishing Co., Inc., 220 East 46th Street, New York 17, N. Y.

FILMSTRIPS LIBRARY CABINET

A filmstrip library plan designed especially for the classroom has been announced by the Jack C. Coffey Co.

This new plan brings to the individual classroom, grade, or department of the school an organized plan for filing and finding filmstrips. There are 90 indexed compartments for as many filmstrip titles.

Expansion of the library is accomplished simply by lock-stacking additional cabinets on top of the original one, using another two-drawer or a four-drawer model. One or both drawers can be converted to a 2" x 2" slide library.

The cabinet is made of heavy-gauge steel, sturdily built, finished in silver-gray hammer-look.

THE JACK C. COFFEY CO., 1124 Greenleaf Ave., Wilmette, Ill.

ART SLIDE PROJECTOR FOR DAYLIGHT

The new arc slide projector, developed by The Strong Electric Corp., projects pictures up to theatre size and of snow-white brilliancy, even in difficult-to-darken rooms. It is ideal for use under daylight or artificial-lighting conditions where a darkened room is not desirable, practical, or economical.

Since rooms need not be darkened, viewers can easily take notes on accompanying lectures. Hence, it may be used in any available room of the size most desirable for the group. Designed for portability, it may be quickly moved from room to room. The Strong Electric Corp., Toledo, Ohio.—The School Executive

ASSEMBLY PROGRAMS

for October

Autumn abounds with Nature's pageantry. The rolling hills seem to glow with scarlet coloring. A misty haze hovers over the horizon like smoke from myriad campfires. Indian summer brings football games, rallies and special weeks.

October is Red Feather Month. Drives to fill the Community Chest are appropriate themes for assembly programs. However, the purpose should be to inform the students concerning community activities. Conducting drives for funds in schools is questionable.

The membership drive for Camp Fire Girls is a worthy activity. A program based on the slogan, "Be Friendly—Make Friends—Join the Camp Fire Girls" is expendable. The drive is conducted during the month of October.

Program Planning

Since the organization for assembly programs was suggested in the May issue, requisites are the second step in planning the assembly program.

Program is derived from the Greeks; *pro* meaning **before** and *gramma* or *graphein*, to **write**. In Latin *programma* means a public proclamation or manifesto. Program, in its modern meaning, includes schedule, timetable and agenda. **Program** may refer to a mental plan, it may be written or printed however. It is applicable to plans for a meeting, entertainment, service or ceremony. Thus the assembly program is a plan made by a group with certain aims and purposes for orderly achievement, appreciation, and good will.

Schedule stresses the importance of time and the plan of procedure. It is the chronological order of steps and time limits of each step.

Timetable is a tabulated list of events as arrival and departure of trains and tides.

Agenda is a plural noun occasionally used as singular but more informal. It implies the order of business for a meeting or program.

An assembly program is a program planned in advance. It is an outline scheduling events for the purpose of entertaining, informing persuading, convincing, or impressing.

A good program provides a variety of experiences for the student. He adjusts to different types of speech, and speech situations are essential parts of modern education. The assembly program helps each participant:

UNA LEE VOIGT
Enid High School
Enid, Oklahoma

1. Enables the student to develop his own individual style of speech.
2. Prepares the student to adjust by meeting emergencies arising from experience.
3. Provides training and experience with constructive criticism.
4. Helps him to evaluate speeches and programs.
5. Adds variety and interest for all students.
6. Gives him a spirit of pride in working with a group.

The assembly program provides an opportunity for the application of all principles in the art of speech. Well prepared talks and assembly programs on phases of speech preparation and delivery are refreshing and educational.

A study of the assembly programs in every school will bring improvements. Better training and organization will make assemblies more attractive and worthwhile. Each state speech league will aid in solving assembly problems for individuals.

Assembly Program Responsibility

The assembly committee is directly responsible for arrangement and guidance of the program. Long range planning is required to insure coordination and progressive training. This committee works out the details of scheduling. The use of a chart showing assignments for speakers, directors, and details. Copies should be given to everyone concerned.

Specific Responsibilities

The program committee or chairman notifies those participating and approves all numbers. Although rehearsals are under the guidance of a faculty sponsor, the approval of the chairman is necessary. An evening or morning meeting with the chairman should be planned. The chairman knows the standards and problems of the school. He makes sure the program is good for the school.

Producing the Program

The program should be scheduled on time. Each speaker should be reminded of time limits. If the director wishes more time, he should

secure the consent of the principal or chairman to extend the time.

Seating arrangements are important. For best results the boys and girls should be consulted and plans developed from their suggestions. A definite plan of action should be adopted according to the principal's policy.

If guests are present, they should have a designated section. Patrons are always welcome at Enid High School. Welcoming guests is a good project for the student council. The hospitality committee should be excused a few minutes before the assembly. A small school can keep a permanent guest register.

Good assembly programs are planned. Determine the purpose. Plan the program. Work the plan.

COLUMBUS DAY Student Council

Suggested Scripture—Matthew 9:22-27

Columbus Day is a public holiday in thirty-six states. Designated names as Fraternal Day in Alabama, Discovery Day in Indiana, and Landing Day in Wisconsin are used.

In the school assembly, a nautical theme honoring Columbus is flexible. Friendship, Fellowship, and Scholarship are represented as ships.

At left, upstage is a lighthouse. In reality it is a tall step ladder covered with wire netting, white paper, or canvas. The light is a large flashlight turned by a student. Rocks of discouragement, dishonesty, and prejudice are on the shore.

Down stage, right, is the prow of the boat. Painted tires and rolls of rope help to create atmosphere.

The program is on the Ship's Log. The copilots on the Friendship are the friendliest boy and girl. "Columbia the Gem of the Ocean" and "Sailing" make good opening numbers.

A participant, dressed as an Italian, presents accordion solos including "Santa Lucia." A sailor hornpipe dance is suitable.

Poems honoring Columbus are easily given as choral readings or pantomimed when read.

Joaquin Miller is best known for his American classic "Columbus." With the ringing refrain "Sail On!" he presents the wonder and daring of Columbus. The audience will admire Columbus if the reader can transfer the emotion to every listener.

Lanier's sonnet, "Columbus," is the spirit of determination. Columbus answers cowardly sailors. This inspirational number is appropriate on Fellowship's Log. The pilot is selected from the presidents of school organizations.

Scholarship gets its inspiration from *The Young Columbus* by Nancy Byrd Turner. In it Columbus dreamed of a western pathway and his answer was America. The president of the Honor Society is the pilot and acts as emcee.

These suggestions differ from the usual Columbus Day program but thought-provoking court scenes that inspire require elaborate costuming, superior acting, and many rehearsals.

If the sponsor wishes the outcome to be light-hearted gaiety, farcical mimicry can burlesque the achievements of the great man into bawdy caricature.

PEP ASSEMBLY

Home Room or Class Committees

Suggested Scripture—I Corinthians 9:24-27

Competitive sports are popular on the agenda. Loyalty is evident in the conversation of students and patrons. The atmosphere is appropriate for a rousing rally differing from a pep assembly in purpose and theme.

Numerous scripts are submitted through home room organization. From these the final committee divides the assembly time into four parts: The Huddle!, Fight Team Fight!, The Touchdown!, and Kicking the Extra Point!

Good drama requires clash, climax, contrast, and plot. A scene shows a student who refuses to attend the coming game; he wishes to study. In the ensuing dialogue another boy must work. A girl wants to attend her club meeting. School Spirit calls for a huddle of Industry, Recreation, and Education. These characters express concern over the students. With School Spirit as leader, they work out signals for success in the game of life. These signals show how time is regulated in order to attend school games.

The coach talks briefly about the schedule of posted games. He emphasizes cooperation in all school life.

Fight Team Fight is in charge of cheerleaders who stress loyalty in winning first down and ten to go. They give talks on keeping fit, rules of the game, and opportunities for carrying the ball.

The Touchdown is presented by the Captain of the team. He accentuates sportsmanship in the game of life and stresses skills needed for making a touchdown.

The scorekeeper's work may also be emphasized. The school secretary or the principal may tell how necessary it is to score in school life.

Kicking The Extra Point is gained through accuracy and precision. This can be shown on the stage in miniature. **Alumnus Football** is a good poem for presentation.

For the final scenes, the stage is decorated with school colors and pennants. Up center is a large paper football. The cheerleaders lead the school in the favorite yell; the band plays the school song, and the members of the team burst through the make-believe pigskin. They are introduced by the coach.

Then School Spirit calls the business managers who give inspirational talks on buying season tickets.

Among various ideas on the football assembly is the burlesque theme. The girls gather all the old equipment and present exaggerated characteristics of the game. They show clowning fumbles, kicks, and tackles. If the sponsor or students prefer this style, it should be scheduled later in the season. The purpose of October rally is to persuade and inspire all students to attend games. While burlesque creates laughter and furnishes amusement, it does not foster loyalty to school spirit.

Another variation for organization through home rooms is the Stunt or Float Motive. Different groups present a five-minute stunt or display a float showing loyalty to the school. The judging committee selects the winners who are given special honors at the first game. Working together creates wholesome attitudes needed in school guidance.

HALLOWEEN

English and Speech Departments

Suggested Scripture—Exodus 20:1-7
or Romans 13:8-10

Halloween customs and ideas originated centuries before Christ. The Celts of northwestern Europe and the British Isles believed in witches and evil spirits. On the eve of November 1, the Celts lighted fires to offset the curse. Robert Burns humorously describes the Scottish ceremonies in his poem, **Halloween**.

In modern times, Halloween with weird legends and bugaboos furnishes a peculiar fascination for young Americans. It seems to be a part of growing-up in our American heritage.

All of our customs as telling fortunes, ducking for apples, and dressing in costumes are relics of paganism and can be traced to their sources. Pupils will enjoy finding them, especially the superstitions. An entire assembly can be presented on "Debunking Bad Luck Signs." Acting the superstition, then explaining its history and symbolism give amusement and knowledge.

On November 1, the Romans held a festival honoring Pomona, the goddess of fruits and seeds. Bobbing for apples and cracking nuts were signs of plenty and good fortune.

Beggar's Night, originally from the Celts, was until recently an Irish custom. A parade was led by a white-robed man. On his head was a horsehead mask. Other masked figures followed blowing cowhorns. The parade stopped at each house and the leader asked, "Have you had a good harvest? Your good luck is due to the kindness of Muck Olla; you must give us a tribute for him. Otherwise he will be angry and bring you bad luck."

In America today, boys and girls in costumes go from house to house demanding "Tricks or treats." An up-to-date trick is "Treats by the Tricksters."

A small group of masked children, accompanied by parents, called upon all their old friends. They took knickknacks as gifts and entertained with songs and readings. It was a Halloween surprise in reverse and has become a tradition in the community.

These customs can be written into scripts showing a new realistic theme. A school in Missouri has adopted this custom. Halloween Frolics that bring good can be fostered.

The high school students may prefer presentation of scenes from **Rip Van Winkle** or **The Legend of Sleepy Hollow**. Other appropriate selections from American literature are Hawthorne's **Feathertop** and Irving's **The Devil and Tom Walker**. These stories contain dramatic elements and warrant worthwhile endeavor.

Another group may enjoy characterizing witches from literature. Using the theatrical pattern of three's, the students may show **The Three Weird Sisters** in a witch scene from **Macbeth**, Mother Rigby from **Feathertop**, and Moll White, the Coverley Witch described by Addison in **Roger de Coverley's Papers**. In interpreting the witches, the Weird Sisters are the Three Fates of Greek mythology. Shakespeare makes them three dreadful women who reveal the soul of Macbeth.

The boys will be interested in the portrayal of a few of the fourteen ghosts in Shakespeare's plays. The ghost of Banquo is often made a real presence on the stage. He remains invisible to all the court except Macbeth. Caesar's ghost is realistic to Brutus. A few short scenes require three rehearsals.

Costuming

Halloween assemblies demand costuming. The fundamental principle regarding this element is: the costume must fit the mood and situation in relation to the scene and other members of the cast.

A simple costume is a robe made of white

READ! **THINK!** **STUDY!**
Believe! *Evaluate!*
EXAMINE! *Utilize!* **TEST!**
INVESTIGATE! **ACT!** **ASSIMILATE!**
Keep! **APPLY!** **USE!** *Patronize!*
TRY! **ACT!** **BUY!**
SCRUTINIZE! *Benefit!* **ORDER!**
BUY! *Be Glad!* **REJOICE!**
DELIBERATE!

SIZES SQUARE INCHES IN CUT	ZINC HALFTONES 65-75-85 on 100 SCREEN		ZINC ETCHINGS (SHADED CUTS 10% EXTRA)		COPPER HALFTONES 120 on 15 SCREEN MOUNTED
	UNMTD	MNTD	UNMTD	MNTD	
1" 5"	1.15	1.20	1.20	1.40	2.75
10"	1.85	2.00	2.10	2.25	5.25
20"	3.25	3.45	3.55	3.95	7.20
50"	6.45	6.50	7.10	7.20	11.50
75"	8.30	8.35	9.25	9.85	14.95
100"	9.90	10.55	11.10	11.80	17.60

OTHER SIZES AT PROPORTIONATE RATES. WRITE FOR COMPLETE PRICE LIST
 WE DO NOT PAY POSTAGE • PRICES ARE NET
 ALL ENGRAVINGS ARE PLUSH MOUNTED
ART WORK • MATS • ENGRAVINGS • PLAQUES • STEP & REPEAT PLATES
FLUOROGRAPHIC HALFTONES •
COLOR PLATES • 4 COLOR PROCESS ENGRAVINGS
 IN OUR 35TH YEAR • UNION SHOP • SATISFACTORY WORK ALWAYS GUARANTEED



100 SCREEN ZINC HALFTONE
 5 SQUARE INCHES
 UNMOUNTED \$1.15 MOUNTED \$1.20

HARPER STANDARD ENGRAVING CO.
 JACK HARPER DALLAS, TEXAS
 OWNER-MANAGER P.O. BOX 1084

muslin and cut by a butterfly pattern. The neck is faced with a one-inch bias strip. A drawstring gathers the fullness. This garment is easy to make and is an appropriate foundation for any draped effect from ghosts to angels.

Color can be added by brushing and spraying dye on the material. To become efficient, this process requires experiment but it is economical.

Peasant costumes are made from worn out suits decorated with bright yarn. A sash, a cap, and buttons will give the desired effect.

Roman costumes are drapes cut on the bias or in circular design and fastened with fibulae, the ancient safety pin.

Make-Up

Make-up for witches and ghosts is an art. A witch needs a yellow foundation grease paint. A high-bridged nose and pointed chin are shaped with nose putty. For sinister eye effects, grey crepe hair is applied with spirit gum. Wrinkles and lines on the mouth bring out sharpness. Blocked-out teeth add to the expression. A long straggly wig finishes the illusion. The hands are old, long, and thin. Adhesive tape can be stuck to the finger tips, stiffened with cardboard, and covered with grease paint. On the tips, cellophane tape is shaped for claws and fingernails. The hag make-up is then complete.

The ghosts are shrouded figures. Yellow foundation grease paint is used and shaped toward an elongated nose, highlighted with white. Hollow cheek and eye effects demand brown. Light crepe hair, ironed out straight will give a ghastly expression. The ghost of Banquo should have a trimmed beard, hollow eyes, pale face with soft brows. Caesar's ghost is generally portrayed with chalky white foundation grease paint.

SPEECH ASSEMBLY

Speech Department

Suggested Scripture—I Kings 1:10-12

At the beginning of the year, pupils of the speech department are learning posture and poise. Two good films **Posture** and **Stagefright** are available. They have been produced by Dr. E. C. Buehler, of Kansas University. These films inspired the following script written by students for an assembly program.

Poise Means Power

Listen, my schoolmates,
 We're to make you understand
 That the first lesson in speech
 Is the correct way to stand.
 So watch as we show you a platform parade
 As speakers appear in our promenade.
 We're going to show you, all in fun,

How platform posture should not be done.
Horrible examples will soon appear
Who, by postures, will make it clear
Just what happens to speakers fair
Who don't know how and are too scared
to care

Just how they look to the audience fair.
Stop, look, listen and tremble, too.
Do these speakers resemble you?

Tom Telephone Pole's quite a guy
Near railroad tracks he's very fine,
But just take a hint from us
Be sure not to follow his line.
Ronnie rocks back and forth
And because of his rocking
His own speech is knocking.
Tim Turtle is a lazy lad,
Doesn't know he looks so bad.
His head's in his shell, his arms far apart.
This just goes to show he's not very smart.
Lazy Lou is as pretty as a lass can be.
If only she had the wits to see
That good posture is necessary.
Ruthie Rabbit is the type
Who's always scared and shy,
And turns her head as if
The audience had just gone by.

MUSIC ASSEMBLY

Music Department

Suggested Scripture—Psalm

Fifteen boys and girls in Emerson junior high school appeared on an assembly program. These seventh and eighth grade boys and girls sang fourteen original songs written in the general music classes under the direction of Mrs. Jeanette Ice, instructor of vocal music. The unit climaxed a creative correlation project developed during the school term.

"Life's a Song" showed the correlation of music with everyday living. Each class selected a school subject or activity. After discussion they composed both words and music. Manuscripts were written by the competent copyists. These were mounted on posters and were illustrated by art students under the direction of Miss Velma Murray, art instructor. When displayed during National Education Week, parents and visitors were attracted by the originality and creative ability displayed. Each group presented their song in assembly.

The songs were written from spontaneous responses by the members of the 14 general music classes. The first melodic pattern was used after various original suggestions made by the pupils. This was accomplished by humming, whistling, or singing the pattern. The

meter was identified; the key and additions were made from the first phrase. The pupils decided upon the song form to be used.

After the desired phrase was suggested by an individual, it was accepted by the class; then it was hummed by the teacher. The children then studied the scale on the blackboard, identified the correct syllables, and responded accordingly to the correct musical notation. Then they copied the song into their own manuscript books.

When the melody was completed, it was sung in syllables, then with the piano. Additional markings were made, including tempo, metronome marking, and dynamics.

A master copy of the manuscript was made by the best copyists in the class for the poster which was displayed during National Education Week. Each poster (14 in all) included illustrations of each song by the art department. These were displayed at the Music Convention.

A list of songs and their correlated subjects follows: "Pa's Workshop", Woodwork; "Fiesta Day", Modern Languages; "From Here to Yonder", Geography; "Scale Scamper", Mathematics; "Colors and Chords", Art; "A Little Smile", Speech; "Old Glory", History; "Happy Living", English; "Musical Pages", Library and Reading; "Paddling Pupils", Science; "Musical Fair", Recreation; "At Eventide", Worship; "Push-Pull, Click-Click", Penmanship and Spelling; "Victory Song", Physical Education.

Available Material for Programs

- Oct. 3—Rural School Charter Day—Sponsor: National Education Association, 1201 Sixteenth St. N. W., Washington 6, D.C.
- Oct. 4—National Library Day marks founding of the American Library Association, Children's Book Council, 50 West 53 St., New York 19, N.Y. Miss Lucy Tompkins, Executive Secretary.
- Oct. 9-15—Fire Prevention Week. Sponsor: National Fire Protective Association, 60 Batterymarch St., Boston 10, Mass.
- Oct. 12—Columbus Day. For Pan American literature write: Pan American Union, Washington 6, D.C.
- Oct. 19-25—National Bible Week. For information and free material write: Laymen's National Committee, Inc., Hotel Vanderbilt, New York 16, N.Y.
- Oct. 24—United Nations Day. United Nations, 45 East 65th St., New York 21, N.Y.
- Oct. 25-31—Girl Scout Week. Sponsor: Girl Scouts Inc., 155 East 44th St., New York 17, N.Y.
- Oct. 31—Halloween.

ARE YOU HOBBLING YOUR YEARBOOK STAFF? Or Do They Get **PHOTOLITH YEARBOOK MAGAZINE** Each Month?

Obviously, the best is none too good for the football team — the basketball boys — the band. No handicaps for any of them in their competition with other schools! . . . And naturally, the best reading material, including current magazines in the field, are standard supplies for the classroom. That's the modern way in education.

What About the Yearbook Staff?

And that brings us to the adviser and staff of the project which **ALONE AMONG SCHOOL PROJECTS** prepares and leaves to the school a bound, permanent record of the year in the school — **THE YEARBOOK** — a volume which students and the community alike regard with renewed pride in **THEIR SCHOOL**.

Thousands of Staffs Already Receive PHOTOLITH

Thousands of schools are already receiving **PHOTOLITH** EACH MONTH OF THE SCHOOL YEAR. . . And EVERY DAY we receive letters of glowing praise and appreciation: "Keep this splendid magazine coming. . . Those articles by advisers of prize-winning books are superb. . . Marked copies make the rounds of our staff every month. . . That layout article was most helpful. . . Thanks for the article on money-raising. . .," etc., etc.

How Can You Get PHOTOLITH YEARBOOK MAGAZINE?

Just fill out the form below. A recent copy will come to your school by return mail. After the first issue, if you don't like this **ONLY YEARBOOK MAGAZINE**, just drop us a card saying "CANCEL IT." Any money sent will be quickly returned. (Confidentially, we couldn't afford this offer if experience hadn't proved that **ONCE YOUR STAFF SEES ONE COPY, YOU WON'T GIVE IT UP!**)

LET US HEAR FROM YOU.

Give your staff an equal break with other staffs all over the nation. Your Adviser will thank you for helping her out too.

(Tear or cut out)

RUSH FIRST COPY OF PHOTOLITH

Editors, Photolith
Box 597
Columbia, Missouri

Here's my \$3.50 for a year's subscription. **RUSH FIRST COPY**. If I don't like it, I understand that you'll refund my money for the year.

As a beginner's bonus, send me the free **BONUS BOOKLET**, as soon as it's ready. I understand that this will not cost me a cent if I subscribe now, send my check.

(Signed) _____

(Address) _____

(City, State) _____

News Notes and Comments

American Education Week

The 35th annual observance of American Education Week will be held November 6-12, 1955. The general theme is "Your Investment in America." The sponsors are The National Education Association, American Legion, U. S. Office of Education, and The National Congress of Parents and Teachers.

Suggested programs are available for all seven days. There are many ways in which the activities of the schools can be projected before the public, with emphasis on school visitation. The National Education Association, 1201 16th Street, N. W., Washington 6, D. C., has materials and aids and suggestions available.

Sponsor Dance Workshop

The Belvidere, Illinois, High School was the center for a coeducational social and square dance workshop held last spring, according to "The Illinois Scholastic." Approximately 150 students, boys and girls, and teachers from seven schools participated in the program. Schools represented, in addition to the host school, were Barrington, Elgin, Greenbrook of Northbrook, Joliet, Orangeville, and Polo.

Publish Week-end Magazine Section

The "Brown Daily Herald," undergraduate newspaper at Brown University, Providence, Rhode Island, started an unique venture in college journalism last spring. The week-end supplement includes a full-page cover photo, sports features, book review section, among others. It is distributed free among the students of the University.

A Book On Educational T. V.

The nationwide picture of educational television as it is today is presented in a new book authored by a Michigan State professor, Dr. William Kenneth Cumming, and published by Communications Series, 108 South Hosmer, Lansing, Michigan.

The book, "This Is Educational Television," is designed as a guide for educational and public service leaders who need a complete background on the programming and production experience of others. It contains facts and practical advice for producers of educational programs, teachers of TV training courses, and teachers who appear on TV. Programming is traced from the origin of ideas and methods of treatment through

scripting, "dry runs" and camera rehearsals. The importance of kinescoping, and the use of closed circuits and film for TV are explored. A series of quotes from educational telecasters provide suggestions for unwary educators. Nine pages of photos show typical educational television scenes.

Pen Pals Available

The International Friendship League of Boston gives students an opportunity to become acquainted with pen pals in more than 100 free dominions and territories. Names of foreign students who can read and write English have been sent to the league by their teachers.

The League's friendship program, which has won them a certificate of merit from the United States Information Agency, is little, if any burden on the teacher, says the League. Also, they report many foreign teachers desire to correspond with American instructors.

To obtain free application blanks for league membership, a pre-requisite to obtaining names of overseas pen pals, write: International Friendship League, 40 Mount Vernon Street, Boston 8, Mass.—School and Community

A Playground on Wheels

A new kind of playground has been developed for use in the city of Cedar Rapids, Iowa. It is on wheels. It is rolled up to areas where there are no permanent play areas and equipment is provided for the use of the youngsters. After the play period, the playground is folded up and rolled away. The Playmobile consists basically of play equipment mounted on a trailer. It carries swings, see-saws, ladders, ropes, and many types of balls and other "gadgets" for outdoor sports.

Free Debate Material

The Committee for Economic Development, 444 Madison Ave., New York 22, N. Y., has published a booklet on "United States Tariff Policy," a copy of which you can obtain by writing to the above address.—The Rostrum

Use for Old Magazines

Magazines for Friendship, Inc., hopes that the American people will see to it that librarians and professors in foreign universities are regularly supplied with good American magazines. Our better magazines are the most vivid, effective propaganda we have to depict American democ-

racy and to combat communism. Most foreign university professors have some knowledge of English and will share what they read with others.

The Magazines for Friendship plan is now in its fourth year. For information on which magazines to send, where, and how to send them, write to Magazines for Friendship, Occidental College, Los Angeles 41, California.—Minnesota Journal of Education

An "Up-and-Coming" Hobby

Do you collect phonograph records, or do you have a few old ones buried away somewhere? Reliable information as to their value may now be obtained from "Price Guide to Collectors' Records," edited by Julian Morton Moses, \$2.50. An original 1903 De Reszke Columbia disc is valued at \$150, and, among others, five thousand Victor Red Seal records are evaluated and priced. The collection of old records as a hobby was described in an article in the November 17, 1952 issue of "Life," in which a previous book written by Mr. Moses, "Guide to American Recordings 1895-1925," \$3.75, was mentioned as the principal reference volume. Both books are available by mail, postpaid, from American Record Collectors' Exchange, 825 Seventh Avenue, New York 19.—Recreation

"Learning by Doing"

All techniques of drama, gesture, movement, motivated action, use of stage area, balance, and reaction can be taught actively as the student works. Both the student director and his co-workers benefit by working together on a job and learning — sometimes through tears — that the job is the important factor to which the personalities involved must be subjugated at times. The student director learns that to lead is to invite criticism, that one must make decisions and accept the consequences, that one must use initiative or develop it if he finds his confidence failing him.

The instructor learns things, too! Different things: that Ted, whom he thought to be a negative character, can give a sensitive, moving performance; that Ann has a quality of attractiveness that materializes in the gleam of the footlights; that some of Tom's devastating self-doubt flows from him through his sweat; that young people are very special!—Frances Bowyer, South High School, Lima, Ohio—Lagniappe, Rowe, Peterson and Co., 1911 Ridge Avenue, Evanston, Illinois

Safety in the Skies

More than 1,300 full-scale research projects to increase aviation safety are underway in the

United States and other countries.

These projects cost an estimated \$75-million annually.—Planes

Library List

The basis for a valuable, readable high school library may be found in the "Annotated Bibliography for the Six Year High School," prepared by Dr. Harry J. Sicheluff, professor of education and Mr. J. Ray Scarborough, assistant professor of education and librarian at Greenwood High School, both of the staff of Southwest Missouri State College.

A revision of a similar 1949 bibliography, it includes about 300 summaries of fictional books, plus lists of biographies, adjustment pamphlets, standard classics, and prose and poetry collections.

For further information, write Dr. Sicheluff or Mr. Scarborough in care of Southwest Missouri State College, Springfield.—School and Community

Art Group Emphasizes Television

"Art, a television natural." Indeed it is. Creativity is the keynote. Boys and girls develop their own individual ideas working in a variety of media and materials right before the camera.

Taxpayers, too, come to understand the purpose of teaching art in the schools. They like to see their children or the children of their friends on the screen.

The public learns the difference in child art and adult art, in who uses art and how it is related to other schoolwork. They learn to appreciate the individual differences in children's approaches to art projects.

The audience sees how the children make the best use of material that is available, thereby contributing to the emotional stability that makes for happiness in the world in which we live.—The Tennessee Teacher



GOWNS

CHOIR
A CAPPELLA
ACADEMIC

25 Styles—4 Sizes to
Choose From. Send for
FREE Illustrated Catalog.

National CHURCH GOODS
SUPPLY COMPANY
221-22 ARCH STREET, PHILADELPHIA 7, PA.

How We Do It

INCORPORATE FOOTBALL IN MATHEMATICS

The drill exercises, especially in a junior high or general mathematics course, can be extremely boring. Any device to heighten interest and encourage the weaker students to do the problems is helpful.

During the football season an interesting help is to divide the class into two teams and allow them to compete against each other as football teams. This has, at times, created so much interest that the students ask for additional problems on the assignment so they could play longer the next day.

One set of rules is for each correct answer to be a gain of three yards, with no gain for a wrong answer. Two consecutive wrong answers is a loss of seven yards and three consecutive mistakes is a fumble. Punts are good if the correct answer is given and they travel 30 yards—a kickoff travel 40 yards. Runbacks of correct answers are for ten yards. Field goals can be kicked from inside the 20 yard line by two correct answers.

The above yardage scale works best if the class is well prepared. If there are too many wrong answers given a simple scale of plus five yards for the right answers and a minus five yards for a wrong answer makes for a more exciting game. It is easier to score, or lose tremendous yardage, by this method.

The person operating the football on the field must definitely understand football and be a quick thinker. Probably the teacher will have to do all the manipulation of the ball.

The operator of the game and the football (on a pin) must keep these things in mind at once; (1) whose turn it is, (2) the yards to go; (3) the down, and (4) the correct answer. The students will not be too much help at first as they will be excited about the game and will forget all the above items.

The field can be constructed on 30 by 24 inch piece of "tag" board. The lines on our board are about one-fourth inch wide in India ink. The football is of cardboard held to the field by a straight pin. Don't forget the field should be in proportion of 40 yards to 120 yards, to allow for the end zones.

The accompanying picture is of another commercial type field that could be used.—Neil L. Gibbins, Math Instructor, Secondary Schools, Olmsted Falls; "Ohio Schools"

STUDENT ACTIVITY IN A PLAYGROUND PROJECT

In the autumn one year the Parents and Teachers of Central School agreed that one of the school's greatest needs was playground equipment. Since the playground is a community gathering place it was necessary to consider and plan for all age groups. The school staff decided this project could be a worthwhile learning experience for children. The problem was presented to the fifth and sixth grades in an Assembly and it was opened up for discussion. After three days the second meeting was held and further discussion was in order.

The boys and girls thought at first it would involve merely measuring the playground, ordering equipment, and turning the bills over to the P.-T. A. association. From the discussion it became apparent that there were many more problems and that the group as a whole was too large to consider all details, thus responsibilities must be delegated and an organization set up.

It was realized that much research must be made into all the ramifications of such an undertaking. Such questions as these arose: How much can we spend? How shall we know what to buy? Where shall it best be placed? If the P.-T. A. sponsors this, how much freedom will they give us?

The project was begun by listing all the questions and from these questions and discussions the first committees were formed.

The research committee's job was to study all available literature and collect data. The surveying committee's responsibilities were to know the size of the playground and the space needed for each piece of equipment being considered. A publicity committee worked closely with these two committees, took their data, presented, and interpreted it to other rooms and the P.-T. A. These three committees had been working but a short time when they saw the need for some expert help.

It was then that the Purchasing Agent from the Board of Education was invited in for advice on the various materials, qualities of each company, and the problem of parts and repair service available from each company. (A thing that had not been considered.) The type of construction of each piece of equipment was explained and the location of the factory making the article was a consideration in the cost of freight.

Within the same week, the Chairman of the

Physical Education department was invited in to speak and advise on the safety angle and the choice of equipment in terms of age groups.

As the needs arose, general meetings were called and new committees formed. It was now evident that there was need for a Central, over-all committee to bring all parts of this project together. This Central committee included: a representative from both fifth and sixth grades; Boys' safety patrol; Girls' service squad; P.-T. A., Gym Teacher, upper grade Teacher, and Principal. The organization had then taken on this structure:

Central Committee

Research Committee	} working closely together
Survey Committee	
Publicity Committee	
Safety Committee	} study of blueprints, checking parts against invoice, etc.
Installation Committee	
Supervisory Committee	
Set-up Committee	

At the following P.-T. A. meeting the Publi-

city Committee presented their findings. Parents asked many questions and the Committee was very accurate and very serious in their answers. In every case the boys and girls had considered the same questions as had the parents. The rapport and good human relations that came from such discussion was immeasurable.

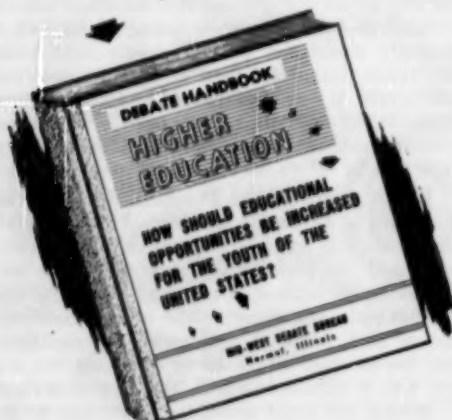
In due time the order was placed. The information was again reported to all the rooms and new committees began the preparation for the installation, supervision, and use of equipment when it arrived.

Finally the invoices and installation instructions arrived. A new problem arose which had been overlooked. Each piece of equipment had to be embedded in deep pits of cement. The children contacted parents in the neighborhood who knew the process of mixing and laying cement and others who knew the mysteries of blueprints. By that time a great portion of the community was involved and those not actively involved were certainly highly interested through the stimulation of their children.

High excitement ran through the school and community on the day of dedication. A little

DEBATE

Materials



THE NATIONAL HIGH SCHOOL DEBATE TOPIC FOR THE
SCHOOL YEAR 1955-1956
HOW SHOULD EDUCATIONAL OPPORTUNITIES BE
INCREASED FOR THE YOUTH OF THE
UNITED STATES?

DEBATE HANDBOOK	\$3.35
(Extra Copies to the same school)	2.00
SET OF SPEECHES	1.50
(Extra Copies to the same school)	1.00
YOUR GUIDE TO EFFECTIVE REBUTTALS	1.75
(Extra Copies to the same school)	1.00
DEBATE REVIEW	2.25
DEBATE TIME CARDS35

COMBINATION OFFER

Consisting of one Debate Handbook, One Set of Speeches, and the "Debate Review."

PRICE \$6.85
(Your Guide to Effective Rebuttals included in Combination offer for \$1.00 additional)

SCHOOL OFFER

Consisting of five (5) Debate Handbooks, One Set of Speeches, and the "Debate Review."

PRICE \$13.65

MID-WEST DEBATE BUREAU
NORMAL, ILLINOIS

ceremony was arranged and every committee was given recognition for their hard work. The Safety Committee had published a pamphlet in cooperation with the school newspaper staff explaining and instructing safety features.

The pamphlets were sent to the Junior High School and a Parochial School which also used the playground after school hours. The pamphlet also included a map of the playground, designating the spots for soft ball games and other more mature sports. The Supervisory Committee had appointed people to help the small children during the first few exciting weeks and it was a joy to see the way they handled problems ordinarily requiring teacher training and authority.

During all the time not one accident has occurred as a result of the new equipment and to date not one piece of equipment has been damaged.

At the close of school the final issue of the newspaper was dedicated to summer safety. In terms of evaluating learning, certainly the three "R's" were not neglected and in terms of citizenship the values are beyond measure. Truly it was a community project.—Ann Galbraith, Principal, Central Elementary School, Detroit, Michigan.

JUNIOR RED CROSS ACTIVITIES

Service is the keynote upon which Junior Red Cross activities are centered. Too many times teachers feel that Junior Red Cross is an added responsibility when they have an already over-crowded schedule. It need not be a burden if correlated with class work and actual situations.

Since all students are in reality members of the Junior Red Cross, all have an opportunity of serving in some capacity. The activities of this organization at West Junior High School center around three main groups.

First of all we have a Junior Red Cross Council. Our local Red Cross chapter sends a student to the Junior Red Cross Leadership Training Camp during the summer. Soon after the opening of school in September a council is formed by one member and one alternate from each homeroom. These council members are elected from the volunteers in their respective homeroom groups.

During the year this council heads up the Junior Red Cross drive in November, fills gift boxes to be sent to children overseas, compiles an album depicting the American way of life to be sent to a foreign country, and assists in procuring donors to the Blood program.

The president of our school council is also the president of the city wide Junior Red Cross Council. This council is composed of one representative from grades five through ten from each school in the city. (We operate under the 6-4-4 plan of school organization.) The city council meets once every two weeks at 4 p.m. This council assists the American Red Cross in whatever capacity they are called upon to serve—such as folding and placing materials in envelopes for the annual Red Cross drive.

Members of the second year speech classes annually form a Speakers' Bureau. These students receive speaking engagements through the local American Red Cross. The speakers are sent to civic clubs, P-T. A. meetings, and Farm Bureau meetings in the surrounding territory prior to the opening of the annual Red Cross fund drive. In these speaking engagements the speakers enlighten the public on all phases of American Red Cross services.

Radio production is a part of our second year speech activities. Students from this group of young people present a disc jockey program each week to the students at the State Training School in Parsons. The members presenting the disc jockey program accept requests and dedications from the students at the State Training School. These requests comprise the program the following week.

Through these services we feel that our young people are learning one of the most important lessons of their lives and that is: the understanding of and service to their fellow man.—Benita McGowan, Sponsor Junior Red Cross Club, West High School, Parsons, Kansas.

STUDENT COUNCIL SPONSORS FRESHMAN WEEK

In order to aid the new students in high school, the Student Activity Committee of Caruthersville High School sponsors a Freshman Week the first week of school. The activities

17-Jewel Watches Only \$14.95 Postpaid

Finest Swiss Manufacture. Gold plated. Beautiful Radiant Dial. Shock & Water resistant. Lifetime crystal. Expansion bracelet, fits any size wrist, \$75.00 value. Sacrifice. Manufacturer's Christmas overstock. You examine these watches. Wear them at our risk. Satisfaction guaranteed or money refunded. Order by mail. Specify men's or ladies'.

Lincoln Surplus Sales

1704 W. Farwell Avenue
Chicago 26, Ill.

planned for the week are designed to make the freshmen feel at home in high school.

Each freshman is assigned to an upperclassman, called his "Big Brother" or "Big Sister." On the first day of school, the "Big Brothers" or "Sisters" find their respective proteges through the name tags the freshmen are asked to wear. Then they introduce themselves, show the freshmen to their classes, help them buy books, and introduce them to upperclassmen.

During Freshman Week, many other activities keep the freshmen occupied. A contest for the best school slogan submitted by a freshman, the distribution of mimeographed sheets explaining Freshman Week and the student council, and the climax of the week, the dance given the last night of the week in honor of the freshmen, are examples of the activities planned for the freshmen.

At the dance, all freshmen who memorize the school song and recite it to their "Big Brothers" enter the dance free. The highlight of the dance comes when the master of ceremonies announces the winner of the slogan contest. Throughout the evening there are special mixers designed to help the freshmen feel at ease during the dance. These help to make the dance fun for both freshmen and upperclassmen.—Juliana Hawkins, President of Student Council, Caruthersville High School, Caruthersville, Missouri.

SCHOLASTIC ACHIEVEMENT RECOGNITION

To stimulate interest in outstanding academic scholastic achievement, teachers and administrators at Hinsdale Township High School, Hinsdale, Illinois, instituted a scholarship recognition plan in 1954.

Preliminary objective standardized tests, most of which are secured from the State Department of Education, Columbus, Ohio, are given each April to 25 top-ranking students in each subject area. Students are selected by subject teachers, who use the tests as a means of up-grading the level of achievement of their pupils. Students are invited and encouraged to participate in scholarship competition, but they are not coerced to do so.

Tests are administered in 20 areas through a committee made up of heads of departments

and the Principal. Areas tested are: English four years, Latin two years, Spanish two years, French two years, algebra three years, plane geometry, world history, American history, general science, biology, chemistry, and physics.

The top ten students in the preliminary tests advance to the finals to determine their ranks. Each of the ten finalists receives a scholarship achievement certificate, and the top three in each subject are each awarded gold keys at a special scholarship assembly program.

The key award is a shield on which a number denotes the total number of scholarship tests won by the recipient during his school career. No student may compete in more than two subjects yearly.

All awards and tests are paid for by the Board of Education of the Hinsdale Township High School District.

In evaluating the program, teachers and administrators stated they feel the competition is a landmark for the recognition and encouragement of better scholarship. The competition is a welcome adjunct to the activity awards program. In addition, the faculty believe that in this program, students must prove themselves for scholastic recognition. This system eliminates the subjective rating and selection of students as required by some of the national programs of scholastic recognition.—Naidene Goy, Department of English, Hinsdale Township High School, Hinsdale, Illinois

Comedy Cues

A Forecast

Boarder: Ah, your steak is like the weather this evening, madam—rather raw.

Landlady: Indeed? By the way, your account is like the weather, too—unsettled.

It Won't Be Long

"The time will come," thundered the lady orator, "when women will get men's wages."

"Yeah," muttered the little man in a rear seat, "next Saturday night."

Six-Man Football MAGAZINE

WRITE FOR SPECIAL OFFER

C. J. O'CONNOR

1018 BREVARD ST.

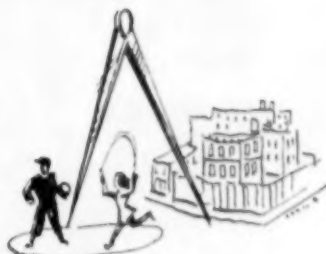
BALTIMORE 1, MD.

"THE OLD SCHOOLMASTER" says:
"Yes! If it's published I have it!"

MAGAZINE SUBSCRIPTIONS
Newspapers, Books — Catalogs Free

COLLMAN MAGAZINE AGENCY
P. O. Box 726 Milwaukee 1, Wisc.

Read the September Issue
of
Recreation



THE MAGAZINE OF THE RECREATION MOVEMENT

Because it contains articles of special interest to school administrators, supervisors, teachers, activity leaders

JUST A FEW OF THE THOUGHT-PROVOKING ARTICLES INCLUDED:

- "Recreation-Education . . .
. . . An Interpretation" by Harlan G. Metcalf, Chairman of the Department
of Recreation Education, State Teachers College, Cortland, New
York.
- . . . Its Present Status and Future Direction" by Charles K. Brigatbill,
professor of recreation at the University of Illinois.
- "What is the Role of the School in Recreation?" by Dr. Milton A. Gabrielsen,
associate professor of education, New York University.
- "Citizen Participation in School Building Planning" by N. L. Engelhardt, Sr.,
Educational Consultant.

Order YOUR copy now

\$.50

Or subscribe for one year for \$4.00

Published ten times a year by

NATIONAL RECREATION ASSOCIATION

8 West Eighth Street, New York 11, New York

How many of these 23 basic skills
have your pupils mastered?

- | | |
|--|--|
| <input type="checkbox"/> How to Use Parliamentary Procedure | <input type="checkbox"/> How to Locate References on a Topic |
| <input type="checkbox"/> How to Understand Social-Studies Reading | <input type="checkbox"/> How to Read a Graph |
| <input type="checkbox"/> How to Use an Encyclopedia | <input type="checkbox"/> How to Read Percentages, Estimates, and Figures |
| <input type="checkbox"/> How to Make an Honest Report | <input type="checkbox"/> How to Read Pictorial Graphs and Maps |
| <input type="checkbox"/> How to Use a Dictionary | <input type="checkbox"/> How to Outline Social-Studies Material |
| <input type="checkbox"/> How to Use a Map | <input type="checkbox"/> How to Prepare a Good Report |
| <input type="checkbox"/> How to Use an Atlas | <input type="checkbox"/> How to Give an Oral Report |
| <input type="checkbox"/> How to Do Committee Work | <input type="checkbox"/> How to Make a Written Report |
| <input type="checkbox"/> How to Take Part in a Social-Studies Discussion | <input type="checkbox"/> How to Make a Current Events Report |
| <input type="checkbox"/> How to Use the Library Card Catalog | <input type="checkbox"/> How to Take Notes |
| <input type="checkbox"/> How to Use an Index | <input type="checkbox"/> How to Draw Conclusions |
| <input type="checkbox"/> How to Use the <i>World Almanac</i> | |

The 10th printing is the Revised, Enlarged 1954 Edition:

SOCIAL-STUDIES SKILLS

with Individual Self-Testing Key

by FORREST E. LONG and HELEN HALTER

The tenth printing of SOCIAL-STUDIES SKILLS marks the second printing of the Revised, Enlarged 1954 Edition, in which 3 new skills bring the total to 23. More useful than ever, this popular textbook for pupils allows teachers to make more efficient use of their time in bringing pupils quickly to a point of competence in the 23 basic social-studies skills.

This humorously illustrated book makes it fun for pupils to learn the skills that will improve their daily social-studies work. Busy teachers are relieved of an endless mass of detailed preparation and instruction. Pupils can even work along on their own, checking one another's work with the *Individual Self-Testing*

Key. There are directions, practice materials, tests, and retests on each of the 23 skills.

Use SOCIAL-STUDIES SKILLS, and your school will have a new talking point in the community. You can say with pride that in one class alone your pupils are being taught 23 practical skills that will be useful to them throughout life. You can say it at P.T.A. meetings, before service clubs, and wherever criticism of the schools arises.

Order a copy for each of the social-studies teachers today. They can make good use of their personal copies while a quantity order for the pupils is being considered.

List price of book, \$1.85; list price of key, 12¢

INOR PUBLISHING CO.

207 Fourth Ave.
New York 3, N. Y.